

DOCUMENT RESUME

ED 104 465

JC 750 252

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 TITLE Visitations to Selected Urban Community Colleges, Spring-Summer 1973.
 PUB DATE 73
 NOTE 62p.; Report of Internship presented to Union Graduate School in partial fulfillment of the requirements for the Ph.D. degree

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE
 DESCRIPTORS Adult Education; *Community Service Programs; *Community Services; Curriculum Development; Educational Facilities; Educational Finance; Educational Objectives; Educational Trends; Field Interviews; *Junior Colleges; Post Secondary Education; *Private Colleges; Program Descriptions; School Surveys; *Urban Education

ABSTRACT

To secure a broader perspective on possible community service programs at Central YMCA Community College (Illinois), and to observe and confirm some of the national trends in post-secondary education, a series of field visits to nine private and six public urban oriented two-year colleges was made during the spring and summer of 1973. The investigation focused on community service programs at private urban oriented two-year colleges; the public colleges were studied for comparative purposes. Interviews were conducted with a variety of administrators, faculty, and students at each college. Interview questions were intended to focus on the place of community services in the institution, the institution's priorities, and how decisions are made and by whom. For additional information, resource materials were gathered at each school to gain background on institutional goals, history, finances, community relations, long-range planning, and student body. Separate descriptions for all 15 institutions are presented, each providing a brief overview of the institution: its size, history, curriculum, and physical plant. Community service programs are described in detail. The interview instrument and a community educational needs questionnaire is appended. (Author/AH)

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Visitations to Selected Urban
Community Colleges
Spring-Summer 1973

Internship Statement

by E. Maynard Moore

Submitted in partial fulfillment of Ph.D. Requirements
Union Graduate School
Yellow Springs, Ohio

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The Internship: Visitations to
Selected Urban Community Colleges

To secure a broader perspective on institutional community service programs, and to observe and confirm first hand some of the national trends in post secondary education, a series of visitations to two-year urban oriented post-secondary private and public institutions was made during the Spring and Summer months in 1973. Personal interviews, for the most part recorded by cassette, ranging from 30 minutes to 2 hours in length, were held with a variety of persons in these institutions, including:

Presidents and chief administrative officers
Provosts and chief academic officers
Deans and department chairmen
Faculty, particularly faculty senate officers
Student personnel staffs
Directors of Community Services and Relations
Students

In Chicago, such campus visits were supplemented by interviews with agency officials and community organization leaders.

Part of the universe of community service programs for which response was sought:

- 1) Classes for developing better human relations and community affairs;
- 2) Study groups (informal) for personal growth and self-realization;
- 3) Workshops aimed at increased vocational efficiency, employment up-grading, and occupational refresher courses;
- 4) General civic responsibility programs, featuring prominent local leaders;
- 5) Professional seminars;
- 6) Informal leisure-time activities and programs for retired senior citizens;
- 7) Day care services and facilities;
- 8) Special programs of ethnic interest.

In the field of community educational needs, meaningful statistics are particularly difficult to secure. No single test or battery is readily available that can be adequately applied to measure the educational needs of people. Educational interests can be determined through the techniques of the questionnaire and personal interviews. Educational level of achievement can be determined through the examination of census information and community socio-economic profiles, from which further "schooling needs" may be postulated. But neither of these approaches is adequate to get at the question of education-related community services. Both of these approaches together is adequate only for a beginning.

The Questionnaire

A community educational needs questionnaire was mailed to people in selected neighborhoods in Chicago, who held either family or individual adult memberships in community YMCA centers. The neighborhoods were selected to roughly correspond to the heavy student population areas at the Central YMCA Community College, as determined by an analysis of the College's current enrollment data by Zip Code. The questionnaire was constructed to be brief, to the point of determining any interest in educational programs, and to provide enough data on socio-economic and educational achievement level to allow for analysis. The questionnaire was mailed, and a return postage-paid envelope was provided. Out of approximately 1200 questionnaires mailed, 260 responses were received. About 55 were returned with bad addresses. All respondents except one made serious attempts to answer the questions.

Framing the Questions

The construction of the questionnaire went through several stages. A small group of faculty met together to suggest the relevant areas of inquiry

that might be important in relation to educational needs in the community. From these discussions, the framework for the questionnaire was evolved. One instructor in Sociology, at the point in several sections of Sociology 102 where sampling and survey was the subject matter of the course, asked her students, on an assignment, to construct a simple questionnaire of six questions that they, as residents and students, would like to ask people in their own community concerning their educational interests and needs. More than 200 substantive questions were culled from these papers, and organized within the framework of the faculty-devised structure. When the questions were combined and refined, the questionnaire included 64 questions on a broad range of education-related concerns.

At this point the draft questionnaire was discussed again by the faculty committee, and was shown as well to four non-college persons who were asked for a "community view point":

- a clergyman in a ghetto area
- a YMCA Center director
- a program director at a Boys Club
- a community conference president

With these reactions and suggestions, the questionnaire was further refined to 30 questions: ten to provide basic socio-economic data to allow for cross-analysis; fifteen asking for specific responses on education-related interests; and five more open-ended questions to allow richer response on educational needs relative to the traditional barriers to higher education. Finally, the questionnaire was then shown to Paul Cartwright, our research consultant, for construction of the questions in a viable data-analysis format. The result was the three page mimeographed questionnaire containing 33 questions (see Appendix A).

The Interviews

On the campus visitations, it was decided that direct person-to-person interviews would be more fruitful than uniform questionnaires for codification. The interview technique provides more opportunity for the use of discussion relative to ambiguous issues, and open-ended questions make for much richer responses to inquiry. Further, the interview is relatively well adapted to controlled sampling because the problem of non-respondents is not as difficult to solve: on occasion a Dean is not available for an interview, but then an Assistant Dean usually is ready to fill in and does so with little difficulty and provides much of the same objective information that one would expect from anyone familiar with the particularities of that campus situation. A one page list, containing twelve questions, was given to each respondent to guide the conversation, and specific questions of interest were pursued within the framework of this standard format.

The Interview Schedule

For conducting the interviews on the college visitations, an interview schedule was developed with the assistance of Mr. Thomas Gillis, staff member of the North Central Association of Colleges and Secondary Schools. Extensive preplanning was not possible. However, the original set of ten questions, utilized for initial visits at three public institutions, was later modified to the twelve questions on the schedule that became the standard format used at all of the private colleges visited (see Appendix B). Framing the questions was a matter of style conducive to a conversational technique. At times, during the interview, one question would be answered by the respondent within the framework of a prior one, and on occasion, it was more appropriate to begin with the second part of the interview schedule and come back to the first.

Generally, the questions were intended to focus on the place of community services in the institution, the priorities of the institution given its resources, and how decisions get made and by whom. At all levels and within all the interviews, an attempt was made to get enough perspective to be able to determine whether or not there was, at that particular institution, a high consonance between the stated objectives of community service and the actual delivery of those services. Subsequently, then, I tried to determine, if the services were being delivered, what promoted the objectives, and if the services were not being delivered, what were the constraints.

During the interviews, the style of the conversation was directed away from opinion and was geared to elicit information. It was found in general that indirect, rather impersonal questions tended to elicit greater freedom of response. As the questions tended to follow upon one another, and often answers fed upon previous responses, the conversation tended to stay on course even within the rather rich responses offered by those being interviewed. Increasingly, the use of interlocking questions is gaining acceptance in the field of public opinion and attitude survey as well as information gathering. An effort was made to construct the questions so that they would elicit comparatively uniform response and not require a great deal of elaboration beyond the rudiments of the natural conversation. Prior to any interviews on a given campus, the interviewer familiarized himself with the general facts and history of the institution found in the College Catalogue, so that the conversation could build on basic facts and focus on trends, changes, and decision-making.

The main focus of my interest were the activities of the private urban-oriented two-year institutions, at which two days were spent in each case.

Visits were made to six public community institutions as well, but generally interviews at these schools were not conducted with the thoroughness or the extent done at the private schools. Material was gathered and conversations were pursued with representative personnel, but the main interest in the visits to the public institutions was for perspective on an alternative system to the privates. In the comments that follow, the observations are being made relative to the visits at the private institutions, and only incidentally apply to the public colleges. A complete list of the interviewees is noted at the end of each separate discussion of the institution visited.

Administrators

With administrators, the approach was made as a peer. Rapport was established and promoted at times by an occasional comment on points of similarity between my own institution and a situation being described by the interviewee on the local campus. In no case was it felt that such comments "influenced" or "colored" the responses, as opinions of any kind were being down-played. Generally, the administrative interviewees were generous of their time and enthusiastic in their responses.

The interviews with the institutional Presidents were more formal. In one case the President was out-of-town and thus unavailable; in two others, the President had such limited time that a recorded interview was not possible so that brief notes immediately after the informal conversation were made by the interviewer. In the other interviews with the Presidents, the interview schedule was fairly rigidly adhered to in order to shorten the time but still cover all the questions. Generally, an attempt was made to interview the President toward the end of the campus visit or later in the day, in order that the interviewer could gain some sensitivity from others about certain issues and have a better perspective within which to frame the questions.

The Faculty

The interviews with faculty were the least productive of all the segments of personnel contacted in the institutions. Those who were Chairmen (only one chairman was encountered) of the Faculty Senate or other Faculty unit, tended to have insufficient background or involvement with institutional history or community-related issues to be able to answer most of the questions on the schedule, but even these tended to be framed in terms of governance issues. Other faculty persons, some of whom the interviewer just "popped in" on in their offices or the lounge, didn't have any point of contact with decision-making or involvement in community services at all. The greatest number of "no opinion" or "no knowledge of that" type answers tended to come from this group. Often the interviewer tended to feel that after a full day or two talking with people on the campus, he knew more about the institution than did some of these faculty.

The Students

The interviews with students were at the same time the most informal and in their own way the most fun. An effort was made to talk to the Chairman or President of the student body or assembly, but during the summer months, this was not always possible. It is felt that this was no great handicap to the findings, for the students were simply asked to share their impressions about the institution, relative to the same issues touched by the others within the interview schedule.

In most cases the interviews with students were conducted in groups, usually in the dining hall or at a table in the canteen, or with students just sitting around in a lounge in a classroom building. For the most part the students talked freely and remained nameless. In the student interviews

the attempt was made to get enough perspective from their answers to measure that degree of consonance between stated goals in community relationships and delivery of actual services. Wherever possible, students were asked, toward the end of the conversation, to react to some specific program ideas for expanded community services.

Introductions

Introductions were generally handled through the office of Dean of Students or the Director of Community Services (where there was such a person). Initial letters were addressed directly to the President of the institution, in which the purpose of the visitation was explained and a time for the visit was suggested. In each case, follow-up to the letter by phone was made, and once consent was secured (no one objected), liaison was established, through the President's secretary, with the Dean or other official on the staff to coordinate appointments for the interviews.

Where possible or necessary, confirmation was sent to this staff official, in some cases including a carbon of the original letter to the President. Generally a schedule of six to eight interviews was sought over a two day period, but in two cases, the institutions were so small that there were not even this number of possible interviewees, so that the purposes of the visit were accomplished in one full day. In those cases, side visits to other institutions in the area supplemented the perspective gained.

The Style

Several variations of the introductory statement were tried. In each case, the interviewer used the identification with Central YMCA Community College rather than placing the interview in the context of the P.D.E. for Union Graduate School. It was simply explained that we (at CYCC) were

interested in expanding our services to people in Chicago communities and therefore were trying to find out from other private, two-year urban institutions what was happening in their own city.

It was found necessary to explain this basic purpose of the visit as soon as possible after the interviewer introduced himself, even when the Dean (or host) had made the contact and appointment ahead of time. It was emphasized that we were interested in learning of new ideas and programs, so that the person being interviewed felt free and unrestrained in talking about the negatives (what not to do) as well as the positives (things that work). No one seemed in the least concerned about anonymity or shied from being quoted. Often the interviewee would offer reports or minutes from his own file to provide additional perspective about the issue being discussed.

Resource Material

On each campus visited, a call was made to the Director of Research or the Director of Public Relations (or both) to gain a variety of materials that could show:

- Original statements of purpose and goals
- Historical developments
- Financial reports and budget growth
- Student profiles (academic and socio-economic)
- Community relations
- Long-range planning

The types of documents gathered included:

- College catalogue
- Schedules of course offerings
- President's Annual Reports
- Task Force reports on issues
- Minutes of faculty senate and committees
- Student handbook and yearbook
- Campus newspapers
- Publicity brochures
- Study papers and reports
- 5-year and 10-year Plans

Limitations

The author will be the first to admit the limitations of this Study. The data utilized can in no sense be claimed as exhaustive, but it is felt that the research was comprehensive. No effort at quantification or statistical analysis was made. At one point, relative to the community needs survey, this was considered a possibility, but was abandoned when the returns did not yield a statistically valid sample. The interviews on the various college campuses undoubtedly could have been more "expertly" conducted, and thus the results would be more "scientific" and "authoritative", but the informality of the conversations and the "nonthreatening" nature of the questions, may have contributed to the "genuineness" of the answers. No effort was made to be "dispassionate" or "objective" and both interviewer and respondent often identified his own interests within the framework of the issues being discussed. Thus, the results of this study can not be used for "prediction models" or "market analysis". The study can only yield certain "clues" or "insights" into the program possibilities within a very limited framework.

Selection of the Institutions Visited

From among the possible institutions for visitation, the final decision to schedule the appointments was made principally on one factor: feasibility. With no supporting budget for travel or other support, not all of the top priority institutions could be visited. Thus, the limitation of time, energy and resources kept the sample relatively small and thus, ultimately, of no statistical significance. In the same sense, no attempt to quantify the data gathered was made. Such an effort would yield results only with much greater expenditure of time, funds and staff than were available for this study.

However, the sample of institutions visited is large enough, it is felt, to be adequate for the purpose of the study, which was to secure clues to the program possibilities open to a private, two-year urban community college. Indeed, the conducting of a study with extremely limited resources itself can be good preparation for constructing a program on limited resources, which the nature of the private community college inevitably requires.

Identification of the range of possible institutional targets proceeded through several stages of a narrowing process. Utilizing the Educational Directory, 1971-72, Higher Education, the following categories were used:

1. Highest level of Degree offering: 2 but less than 4 years beyond high school: Total institutions: 897
2. Private, Non-Profit: total institutions: 283
3. Independent of Religious group: total: 117
4. Coeducational: total: 75
5. Comprehensive curriculum: total: 61
6. Regional Accredited Status: total: 47
7. Metropolitan location: total: 12
8. Over 1,000 student body: total: 6

This narrowing process, then, turns up six institutions in the United States with student bodies over 1,000 in size, in metropolitan areas with regional accreditation, offering a comprehensive curriculum to a coeducational student body, which are independent of control by a religious group yet are private, non-profit, and are exclusively junior colleges. These six institutions are:

1. Central YMCA Community College, Dr. Donald A. Canar, President
211 W. Wacker Drive, Chicago, Illinois 60606
Enrollment: 4,800
2. Peirce Junior College, Dr. Thomas M. Peirce, III, President
1420 Pine Street, Philadelphia, Pa. 19102
Enrollment: 1,950

3. South Texas Junior College, William I. Dykes, President
#1 Main Street, Houston, Texas 77002
Enrollment: 4,378
4. Union College, Dr. Kenneth W. Iverson, President
1033 Springfield Avenue, Cranford, N.J. 07016
Enrollment: 2,983
5. Wentworth Institute, Edward T. Kirkpatrick, President
550 Huntington Avenue, Boston, Massachusetts 02115
Enrollment: 1,849
6. Worcester Junior College, Dr. Clifton W. Emery, Jr., President
768 Main Street, Worcester, Massachusetts 01608
Enrollment: 2,225

Eliminating a "visit" to my own institution, only one school out of the five remaining on this list was visited: Peirce Junior College in Philadelphia (see p. 27). Four other schools, however, were visited which missed inclusion by only one factor in the eight categories. These schools were:

Brandywine College in Wilmington, Delaware
(a Liberal Arts Institution, not comprehensive)
Davenport College in Grand Rapids, Michigan
(a Business College, not comprehensive)
Palmer Junior College, Davenport, Iowa
(Enrollment: 630, under 1,000)
Robert Morris College, Pittsburgh, Pennsylvania
(recently added a baccalaureate program)

The sixth school visited was Homestead-Montebello Center of Antioch College, in Baltimore, Maryland. This is a totally different institution that defies classification (see p. 21) with the others, but was visited because of its total involvement of the community in its planning and operation. Homestead-Montebello is only in its second year of operation, and the "Enrollment" figure of 500 represents those persons involved in one program or another "to date", since only half that many have been involved at any one time.

In the public sector, one institution visited, Federal City College in Washington, D.C., offers four year degrees and graduate work, but was included on the list because it does represent a unique effort to implement a program in urban education. The other five public institutions are two-year urban oriented comprehensive schools from which much can be learned. Two of these, Cuyahoga County Community College in Cleveland, and the Dallas County Community College District in Texas, are members of the national League for Innovation in the Community College.

The City Colleges of Chicago is also a member of this League, fostering "innovation and experimentation designed to improve all aspects of college operations". My primary interest in the City Colleges of Chicago (see p. 50) lies in the fact that these seven schools provide the framework for the competition for students with Central YMCA Community College. On the face of it, the City Colleges have everything going for them that we don't, but a closer look tempers that judgment considerably. As with the other visits, however, my investigation of the City Colleges' programs was limited to their involvement in community services, traditionally defined, and principally the programs at Loop, Kennedy-King, and Malcolm X.

Roster of Colleges visited on U.G.S. Internship

A. Private, Two-Year Urban, Non-Profit Colleges:

1. Brandywine College, Mr. Sidney R. Peters, President
Wilmington, Delaware 19803
Enrollment: 1,500, Coed, Primarily Liberal Arts
2. Davenport College, Dr. Robert W. Sneden, President
415 East Fulton, Grand Rapids, Michigan 49502
Enrollment: 1,300, Coed, Primarily Business
3. Homestead/Montebello Center of Antioch College, Allen V. Carter,
Sr., Executive Director
2513 Asquith Street, Baltimore, Maryland 21218
Enrollment: 500, Coed, Adult/Evening only
4. Palmer Junior College, Dr. A. J. Stolfa, President
1000 Brady Street, Davenport, Iowa 52803
Enrollment: 630, Coed, Evening Program only
5. Peirce Junior College, Dr. Thomas M. Peirce, III, President
1420 Pine Street, Philadelphia, Pennsylvania 19102
Enrollment: 1,950, Coed, Primarily Business
6. Robert Morris College, Mr. Charles E. Sewell, President
610 Fifth Ave., Pittsburgh, and Coraopolis, Penn.
Enrollment: 4,350, Coed, Comprehensive

B. Public, Two-Year Urban Community Colleges:

1. Allegheny County Community College, Pittsburgh, Pa.
Enrollment: 10,300 (3 campuses)
2. Cuyahoga County Community College, Cleveland, Ohio
Metro Campus, enrollment: 10,500
3. El Centro College, Dallas County Community College District, Texas
Enrollment: 6,750 (total 14,550 in District)
4. Federal City College, Washington, D.C. (4 year)
Enrollment: 10,000 (28 lease location sites)
5. Oakland Community College, Rochester, Michigan
Enrollment: 15,000 (3 campuses)
6. Wayne County Community College, Detroit, Michigan
Total enrollment: 12,500 (20 lease locations)

C. Chicago City Colleges, Oscar Shabat, Chancellor

1. Loop College, 64 E. Lake St., Enrollment: 8,500
2. Kennedy-King College, 7447 S. Stewart, Enrollment: 8,000
3. Malcolm X College, 1900 W. Van Buren, Enrollment: 4,000

Brandywine College, Mr. Sidney R. Peters, President

P.O. Box 7139, Concord Pike, Wilmington, Delaware 19803

Enrollment: 1,500, Coed, Primarily Liberal Arts. Founded 1965.

Accreditation: Fully accredited by Middle States Association.

Tuition: \$850 Semester, Room and Board \$1,500

Programs of Study: Liberal Arts

Business Administration

General Studies

Secretarial Sciences

Law Enforcement Administration

Founded eight years ago when there were no community colleges in the metropolitan Wilmington area, this high-quality two year non-profit independent school is situated on a tract of 40 acres in an attractive, almost idyllic, setting Northwest of the Wilmington corporate limits. The College is sponsored by a Board of Trustees, and the College programs are governed by the Academic Council, chaired by the Vice President for Academic Affairs. Administrative functions of the College are the responsibility of the Administrative Council, chaired by the President, and the Student Affairs Council, chaired by the Vice President for Student Affairs, is concerned with all aspects of the student's college life. A variety of faculty committees operate to review, initiate, and recommend plans to the Academic and Administrative Councils. There is a local AAUP Chapter which lists 25 of the total 55 full-time faculty as members.

Students at Brandywine are described in two categories: those who intend to transfer to senior institutions, and those in skill development programs leading directly to career goals. A broad-based Admissions committee makes decisions, and a representative says that applicants from the two groups are considered equally. Average college board scores for successful applicants is about 450, with about 50% of applications turned down. Most students come from moderate-size suburban families, with median income of \$11,500, mostly from the Harrisburg and Wilmington areas, followed by Philadelphia and Connecticut. Almost 97% of the student body is Caucasian, parents provide 75% of their support, about 50% live on campus, and most cite prestige as a principal factor for attending Brandywine.

The College offers evening courses to working people. The evening schedule is part of the normal credit programs, so that full-time students and part-time students are enrolled in the same classes. In most cases, the regular faculty instruct these classes. Other special programs, which carry Continuing Education Units (C.E.U.s) are conducted in the evening. These include (1) Delaware Real Estate Practice, (2) Hotel-Motel Management, (3) Real Estate Appraisal, (4) Training of Teacher Aides. As needs become apparent, according to the Director of Continuing Education, community service courses are developed and made available. The training of teacher aides, for example, is a federally-supported program with only a nominal registration fee, and the course has been fully subscribed for its first two years.

Brandywine is located in an area with a concentration of industry and business centers for large corporations. Consequently, there is a great need for business administration and secretarial graduates and the College has established a close relationship between some of the companies and its academic departments. A cooperative work-study program with Atlas Chemical Industries offers competitive Scholarships to ten secretarial students during their second year at Brandywine. A practicum for the medical secretarial students is conducted by the Wilmington Medical Center in three hospitals. Law Enforcement students go through a full cadet training program at the Wilmington Police Department. There are other special courses for practicing attorneys in Tax Accounting, preparation for State certification exams in Real Estate brokerage, other programs in property management, marketing, and small business administration.

The College has a metropolitan area of almost one-quarter million people to serve, only recently seeing develop the Delaware Technical and Community College in downtown Wilmington, supported by the legislature. To date, however, this is a narrow-focus institution in the trades, with part-time students only, and Brandywine has felt little impact. The campus serves as a focal point of other "community relations" programs. No non-credit avocational or personal growth programs are sponsored at all, these being left to the local school districts and YMCAs. The College does sponsor, however, a variety of programs for special interest groups, and hosts others. For three successive years, the College has sponsored a summer Ecology Workshop, one week in duration, cooperatively funded by six local industries. The workshop costs \$600, includes housing and meals on campus, and has had full registration each time. Other events include an annual music workshop for high school music teachers, regular seminars for teacher aides in the public schools, a Real Estate appraisal workshop in cooperation with the local realty association, middle management workshops for Citgo, and tournaments of the Delaware Lawn Tennis Association. Conventions on campus have included the Delaware Bar Association, the Middle States Guidance and Personnel Association, and the State Department of Public Instruction.

Brandywine pervades an "Ivy League" atmosphere. It provides all the components of the "college experience", appropriately captured in the year-book and signified by class rings. There is a dress code at Brandywine, maintained by vote of the Student Government, calling for jackets and ties for the men and skirts and hosiery for women. The institution is well organized and efficiently managed. Decisions are made deliberately, and everyone is image-conscious, reflecting the style and manner of Sid Peters, the President. The faculty and curriculum is the responsibility of Vice President Polishook, who came to Brandywine in 1965 from Temple University where he was Dean of the Graduate School of Education. He was the first person named by the Board to the Brandywine staff, served as chairman of the search committee that selected Mr. Peters, and is proud of the institution he has helped build. Brandywine is a congenial place for the sons and daughters of middle-class Republican businessmen who do not want the big state university option and can't get into the elite private schools. Brandywine knows who it exists to serve and does its job well.

Interviews on Campus

Sid R. Peters, President
William M. Polishook, Vice President for Academic Affairs
Harry F. Sewell, Vice President for Student Affairs
William R. Baldt, Dean of Students and Assistant to the President for
Community Relations
Leonard Kittner, Assistant Dean for Academic Affairs and Director of
Continuing Education
Lawrence S. Kucharczuk, Director of Student Financial Aid
Kenneth J. Oswald, Director of Admissions
Donald E. Devilbiss, Director of the Counseling Center
Merwyn W. Deverell, Associate Professor of Biology and Chairman,
Liberal Arts Department
Ada Mae Fitzgerald, Assistant Professor of Secretarial Sciences
Joseph J. Wherley, Associate Professor of Business Administration
and Chairman, Business Administration Department

Documents Collected and Examined:

Bulletin of Brandywine College, 1974-75
Faculty Handbook, 1972
Report to the Middle States Association of Colleges and Secondary Schools,
September 1, 1971
Fifth Annual Follow-up Study of Graduates: The Class of 1972
Schedule of Classes, Fall Semester 1973
Evening Sessions Bulletin, Fall 1973 - Spring 1974
Various brochures: Recruiting, Admissions, Financial Aid

Davenport College of Business, Dr. Robert W. Sneden, President

415 East Fulton Street, Grand Rapids, Michigan 49502

Enrollment: 1,300, Coed, Primarily Business

Accredited as a Junior College of Business by the National Accrediting Commission for Business Schools; approved for Candidate Status by the North Central Association on April 14, 1973. Founded 1866.

Tuition: \$480 Quarter, Room and Board \$385 per term

Associate in Science Degree Programs: Business Administration
Secretarial Science
Diploma Programs

Davenport College is a Non-Profit Coeducational institution specializing in Education for careers in business. It dates its history back to 1866 when, as the Ferris Institute, programs in penmanship, arithmetic, grammar, spelling, bookkeeping, typing and shorthand were offered in conjunction with businesses in the Grand Rapids area. M.E. Davenport joined the faculty in 1910, and later, heading the institution, he acquired the McLachlan Business University. Beginning in 1924, the Davenport-McLachlan Institute built a fine reputation, including an affiliation with the University of Grand Rapids. In 1945, the Institute moved to a downtown location, and moved to its present hill-top side on Fulton in 1958. Now, with the acquisition of a large office building in 1968, the College has two principal facilities, four adjacent dormitories, and several additional service units located nearby in converted homes.

The primary purpose of Davenport College has been maintained throughout its history. That is to offer a specialized business educational program especially designed to meet the middle management employment needs of commerce and industry in the Grand Rapids area. Recently, with the impetus toward more occupational flexibility and population mobility, other objectives have been added to help enrich cultural values of the students and to combine the specialized training with the cultural and social experiences of the "traditional" college. The college has traditionally maintained an open-door policy for admission. However, the college follows a specific selective retention policy which requires each student to prove himself by achieving a satisfactory academic record within a prescribed period of time. Students with good academic ability and high potential are counseled to enter a senior college to complete work for the baccalaureate degree. The focus of Davenport College, however, remains on business education, and most of its students are career oriented.

Increasingly, Davenport College is attracting students from outside the Grand Rapids area. The dormitories for women students offer apartment-type accommodations at low cost, supervised by resident directors. Single men are housed in Fountain Hill Apartments one block off-campus. All non-commuting, out-of-town students are required to live in college-owned facilities until they have been out of high school two years. Class attendance policies are very strict, and the probation policy rigidly enforced. Counseling is offered in three areas: admissions, academic, and employment. Forty full-time faculty provide the core of the instructional programs, but there are some part-time faculty from the Grand Rapids business community who offer specialized classes.

A Board of Trustees sponsors the College, while the Administrative Council, chaired by the President, runs the school. The Educational Policies Council supervises the curriculum through the Committee on Instruction. In addition, functional governance occurs through the College Judiciary Committee, the Committee on Library Relations, the Committee on Student Activities, and the Board of Athletic Control. A variety of community advisory committees assist in the planning of special major fields, such as medical secretary, transportation management, fashion merchandizing, and hospitality.

Davenport College has begun to reach out to its surrounding Community, including the sizeable Black neighborhoods nearby. Grand Rapids Junior College is now operating downtown, with growing enrollments, but most people at Davenport describe it as "elitist" since even its vocational programs require a high school diploma. Grand Valley State Colleges, with its main campus across town to the West, is described as being "more responsive" and takes most of the students who do transfer to upper division work from Davenport. In 1969, Model Cities and CAP funded a community outreach program in Grand Rapids, and the following year Davenport College succeeded in securing continuing funds for this effort through the U.S. Office of Education. For three years this Talent Search and Special Services program has been maintained, and counseling and tutoring services provided at Dexter House in the Model Cities area. Recently a Native American counselor and a Veterans recruitment program have also been initiated, in conjunction with Aquinas College nearby. These services are coordinated by the Director of Special Academic Programs who reports directly to the President.

Davenport College is finding its way into new territory. It is not easy to make a transition from a specific-focus institution in the business area into the broader arena of community college education. One does not get the impression that Davenport is rushing headlong down its chosen path, which is probably a wise thing given its tradition and history. There are many persons on the faculty who have been there for twenty years, and for these persons change is not easy. There have been open conflicts in the last several years relative to the special tutoring and counseling needs of the minority students being recruited to the campus. The faculty has formally presented its concerns relative to the "lowering of standards" perceived, while the special programs staff express serious reservations about the "commitments" of the college to their clients when the probation policy is strictly enforced. The minority students interviewed (three of the four) tended to be cynical or non-committal in their attitude about the College's interest in them as persons. Dr. Sneden articulates the commitment strongly to serve the community and its people, and is convinced that Davenport will do it well, given a few years to learn by doing. The fact is that the College does not have extensive resources and must depend on a strong grants development program to operate, short of raising tuition. Dr. Sneden and his staff know what the score is in private education, and have made the commitment to stay in the ball game. The effort will probably be successful, but there will be moments of uncertainty and conflict in the next several years to come.

Interviews on Campus

Robert W. Sneden, President
James G. Stauffer, Vice President for Academic Affairs
Charles A. Anderson, Dean of Students
Donald Maine, Director of Special Academic Programs
Robert Stokes, Director of Inner City Education Program
Esther Webber, Director of Placement
Joan Hill, Director, Special Services for the Disadvantaged
Terry E. Berryman, Division Chairman, Secretarial Science
Elizabeth Deindorfer, Instructor, General Education
James Q. Stauffer, Instructor, Social Science
Students: Bill Hall
 Virginia Horton
 Alvin McElvenny
 Alice Voss

Side trip to Grand Valley State Colleges, Thomas Jefferson Cluster:
 Bert Price, Special Services Project Director
 Don Klein, Admissions Counselor
 Dan Andersen, Admissions Counselor

Documents Collected and Examined

Bulletin of Davenport College, 1973-74
Career Guide Book, Davenport College
"Action Careers" brochure
Student Handbook, Davenport College
Report on Inner-City Education Project, 1972-73
The Oracle (Student newspaper)

Homestead-Montebello Center of Antioch College, Allen V. Carter, Sr.,
Executive Director

2513 Asquith Street, Baltimore, Maryland 21218

Enrollment: 500, Coed, Adult/Evening only

Accreditation through Antioch College, the parent institution

Tuition: \$1,000 year, no living facilities

Programs of Study: Urban Affairs

Mental Health Technology

The Homestead-Montebello Center operates "in partnership with the Homestead-Montebello Community" in a corner unit on the end of a row of houses at Asquith and Friendship Streets in Northeast Baltimore. Homestead-Montebello College was conceived by two graduates of Antioch College's Adult Program in Baltimore, Allen V. Carter and Betty Gladney, and the officers and members of the Homestead-Montebello churches and community organizations. It is one of 28 "franchises" around the world offering an accredited bachelor's degree from Antioch, under the "mandate for cultural pluralism" established by Antioch's trustees in 1969 to provide quality education for people not ordinarily reached by more traditional institutions. Carter, a former tavern owner and community organizer, earned his own degree through the Center for Social Research and Action in Columbia, Maryland, an outgrowth of Antioch's Washington-Baltimore "campus". Homestead-Montebello now functions as another center in that "campus".

Sociology, Psychology, Philosophy, Political Science, Urban Anthropology, Urban Studies, Black Literature, Early Childhood Education, and Mental Health Education form the basis of Homestead-Montebello's "applied Social Science" curriculum. The Center offers an opportunity for committed, serious minded adults to study and carry on research leading to an interdisciplinary degree from Antioch while maintaining full involvement in community development activities. According to Carter, "The curriculum offerings are intended to create a series of learning experiences constructed to develop generic skills (the ability to view specific problems in a total or conceptual framework) and job skills. Our purpose is to help students increase their capacity for self-development, self-expression, and engagement in effective Social action, and view themselves as members of a world community".

Carter and Charles W. Simmons, another graduate of the Social Action Center in Columbia, went to Yellow Springs in 1971 to convince Antioch officials to authorize a center in Homestead-Montebello. It would be community-oriented to serve the predominantly black adult population who had never finished their education, through courses enabling them to obtain a degree while improving their general living conditions. Simmons said:

Antioch was basically geared around social change. There were many black people from the civil rights movement who had experience in this area but not the theoretical knowledge. The idea was to bring black adults with experience together for inter-action and mutual education with young whites who had the theory.

After much preliminary discussions and negotiations, Carter and Simmons received an \$11,000 loan to plan and begin the Center in the Homestead-Montebello community. Finally, in October 1972, the program got under way with 106 students at 1910 East 30th Street, site of the former rectory of a Presbyterian church that has become a day care center. The majority of students can not afford to pay the full tuition (which is already reduced from the normal Antioch rates) and thus apply for financial aid through the regular processes of the Washington-Baltimore "campus" downtown. Those who do pay do so in sliding installments from \$200 to \$750. To date the administrators, Carter and Simmons, have received no salaries. The operation runs on sheer dedication, enthusiasm, commitment, the untiring efforts of a small clerical staff, and plenty of volunteer energy. Instructors are contracted for on a course enrollment basis.

The great value of the Center lies in the social concept of learning by doing. Most courses are project-oriented, encouraging students to relate their classroom work to their jobs and community problems. Many of the students already work in government jobs and social agencies. They need only a little counseling to focus their concerns and easily relate to useful knowledge that provide theoretical avenues for action. If the student's job involves new learning appropriate to the Homestead-Montebello degree requirements, the student can receive academic credit through assessment for that learning experience. Carter says:

We believe there are no sharp distinctions between living, learning, and working. Students can apply for credit on the basis of participation in community activities, cultural events, conferences or group experiences, participation in political activities, sponsored research, or projects initiated by the college, independent study, or contractual studies. Our students will have the opportunity to teach others as well as to learn from external sources. Advisors will help students coordinate his field and classroom activities. We believe that learning how to apply knowledge to civic action is a part of education.

My visit to Homestead-Montebello was on a busy day of registration for the Fall term. The office staff was preparing the registration forms, and arranging the permanent files from the first full year of operation, which were in manila folders in two large cardboard boxes. Simmons was making last minute curriculum changes in the midst of a busy schedule of phone calls and appointments. Carter had been called out of bed at 2:00 a.m. the previous morning to drive over to Cambridge on the Eastern Shore to help bail out two students who had been arrested and booked during a community organizing effort. He had not returned by 10:00 p.m. the following night when I left, so my conversations with him were limited to the telephone. During the registration and advising process which lasted from 6:00 to 10 p.m. that evening, I simply sat and rapped with faculty and students on the stoop as they came and went. Everyone believes in what's happening at Homestead-Montebello. It's going to work for that reason.

Interviews on Campus

Allen V. Carter, Executive Director (telephone)
Charles W. Simmons, Associate Director
Callie Price, Community Relations Specialist
Thelma Davis, Counselor
Samuel Hurt, Instructor, Music Practicum
Several Students, names unrecorded

Side visit to Community College of Baltimore.

Documents Collected and Examined

Bulletin of Homestead-Montebello Center
Course Offerings - Spring Quarter 1973
"Student Guidelines" - mimeographed
Admissions and Financial Aid Material
Registration and Counseling forms
Course Planning forms and Student Contracts
"Antioch College Community Center Aims at
Learning Through Doing", article in The Sun,
Baltimore, January 12, 1973.

Palmer Junior College, Dr. A.J. Stolfa, President

1000 Brady Street, Davenport, Iowa 52803

Enrollment: 630, Coed, Evening Program only

Accreditation: membership in the National Commission of Accrediting and the American Association of Collegiate Registrars and Admissions Offices, Founded 1965.

Tuition: \$295 Semester, no residence facilities

Program of Study: Associate in Arts

Associate in Business Administration

Associate in Communications

Associate in Engineering

Associate in Science

Associate in General Studies

Palmer Junior College, founded in 1965 under Dr. David D. Palmer, is a two-year "college after dark", administered by a Board of Trustees appointed by the Directors of the Palmer Foundation. Collegium Pro Populo (College on behalf of the People) is the motto, reflective of the intention of the founder that the institution serve the educational needs of the working people in the Davenport area. The College provides the opportunity to work during the day and attend classes in the evenings and on Saturdays for those intending to transfer to senior institutions as well as those wishing to meet pre-professional requirements governing the commercial occupations of the area. Adjacent to Palmer Junior College is the Palmer College of Chiropractic, founded by Daniel David Palmer in 1895 and governed separately from the Junior College by the Palmer Foundation. David Palmer, his son, described on a plaque on the grounds as "Broadcasting Pioneer, Artist, Philosopher, Scientist, Author, Builder", expanded the family educational enterprise, and David D. Palmer, founder of the Junior College, served as its President until last year when he was named Chairman of the Board. Dr. A.J. Stolfa assumed the Presidency on August 1, 1973.

At Palmer Junior College, classes begin at 4:00 p.m. and continue until 9:00. Saturday classes are scheduled from 8:00 to 11:00 a.m. Class size is small (15-18 average) enabling the students and teachers to get well acquainted. There are eleven full-time instructors out of 35 total faculty members. Most of the part-time instructors are teachers in the public school system or the community college district. All but one has at least the M.A. degree. The emphasis of the curriculum is the liberal arts and sciences, and most of the students come to Palmer intending to transfer within a few years to the University of Iowa. Most are first-generation college students who need to earn enough money after high school to be able to afford the matriculation costs to Iowa City. Those who do not intend to transfer come to Palmer with the idea of upgrading their employment capacities with the two-year degree. High level of enrollment at Palmer Junior College was 650 students in 1970-71, and college officials anticipate a leveling off at a level of 600 students per term.

The Eastern Iowa Community College District has a multi-campus diverse-function plan for the Quad Cities area, and since 1960 has operated a vocational-technical two-year school in Davenport, Scott Community College. A new, modern campus for Scott is under construction, and one of its several registration offices is located only one block from Palmer Junior College. But Palmer officials are confident that, by keeping tuition low and the quality of instruction high, they can maintain enrollments through a special focus on transferable liberal arts offerings. Consequently, Palmer stresses the pay-offs to its students: good jobs while attending school in the evenings and full transfer of credit to the University. Palmer is not regionally accredited, but has not found that a hindrance. Few students come from across the river from Moline or Rock Island because that area is well served by schools in the Illinois Community College System. As long as the University of Iowa recognizes Palmer's credits, that seems to be sufficient. Studies show that Palmer students who go on to the University have a higher grade point average than students from other junior colleges in Eastern Iowa.

Palmer maintains an open door policy for all with a high school diploma or the G.E.D. Direct mailings to seniors at seven high schools in the Davenport area spark the awareness of Palmer's opportunities, which are further promoted by staff recruitment visits. However, the big pay off in recruiting comes by having high school teachers on the Palmer faculty -- these teachers, as part-timers paid on a per course enrollment basis, have a direct stake in Palmer classes, and thus encourage many area students to enroll. The one effort to recruit from outside the Davenport area was a miserable failure. That occurred four years ago when five Upward Bound students from Chicago were enrolled to play basketball. The College was as unprepared for them as these black, inner city, disadvantaged students were unprepared for Davenport. They were discipline problems, did not attend classes, were caught with stolen credit cards and other merchandize, ran up telephone bills on college phones, and left after one semester. The building which the College had rented as a dorm for them had to be torn down when they left. In the words of Dean Book, "It was a disaster".

It is hard to question the contention that Palmer Junior College is meeting a need. For those students who enroll, it clearly affords them a chance to get a head start on their education before matriculating to the University, while earning enough money to do so. For the faculty who need the second income, the benefits are obvious. No one at Palmer is idealistic about breaking new ground in higher education. The College was established to meet a specific need, that need is being met, and everyone hopes it can be done on a balanced budget. The approach and the philosophy is utilitarian, but in this case, that might be enough. The point of view can be seen relative to the question about community services. Dean Book could only recall one occasion when the College implemented a community service program. That was in 1969 when the local Social Security Administration Office requested that the College offer a non-credit course for senior citizens on "How to Stretch your Social Security Dollar". About twenty people enrolled and SSA paid the fee for the instructor. Dean Book indicates that the College is ready to respond to any such request at any time, "as a community service".

Interviews on Campus

Dr. A. J. Stolfa, President
Dr. Abbott Book, Dean of the College
Betty Fair, Dean of Women
Marvin Conway, Registrar
Edwin Vaughan, Director of Research and Chairman,
Division of Science and Math
Loren N. Horton, Instructor in History, and Chairman,
Division of Social Science
Students: Robert Cordle, President Student Senate;
Roberta Drake, William Francis, Ralph Markum,
Thomas Setter, Bill Wiley.

Side visit to: Scott Community College
627 West Second Street
Davenport, Iowa 52801

Documents Collected and Examined

Catalogue '73, Palmer Junior College
Faculty-Student Handbook, 1972-73
Follow-Up Study on Palmer Junior College Graduates,
the first five years, June 1973.
Program schedule KPJC (campus radio station)
PJC Press (Student monthly newspaper)

Peirce Junior College, Dr. Thomas M. Peirce, III, President
1420 Pine Street, Philadelphia, Pennsylvania 19102
Enrollment: 1,950, Coed, Primarily Business but comprehensive curriculum.
Fully accredited by the Commission on Institutions of Higher Education
of the Middle States Association of Colleges and Secondary Schools,
Founded 1865.
Tuition: per course basis, residency apartments available.
Programs of Study: 15 Associate Degree programs in:
Business Administration
Secretarial Science
Liberal Arts
General Studies
Administrative Accountancy

Located just off Broad Street in a seven-story complex of buildings in downtown Philadelphia, Peirce Junior College has long been recognized as one of the nation's outstanding institutions of its kind. Founded by Dr. Thomas May Peirce in 1865 "to prepare young men and women to make the fullest possible use of their individual talents and resources", the school enrolled more than 500 students its first year. In 1900, the Peirce College of Business, was awarded a gold medal at the Pairs International Exhibition for its innovations in business education and its contributions in training leadership. C.P.A. accreditation requirements were added in 1920, executive secretary programs in 1933, and an Office Automation Division in 1959. In 1963, Dr. Thomas M. Peirce, III, reorganized the proprietary school as a junior college, with a governing board of trustees chosen from business and educational leaders in the Delaware Valley, and created a Liberal Arts Division two years later. In 1969, the trustees purchased a 75-acre estate in suburban Devon, Pennsylvania, and it is anticipated that development of this resident campus will proceed with approval of a master plan by the Pennsylvania Higher Education Authority. The center city campus will continue in full operation.

Although Peirce has begun to provide a two-year liberal arts and general education curriculum for transfer-minded students, it is clear that it will continue to concentrate efforts and resources in specialized business education "to provide for successful performance in semi-professional or technical-business occupations". The two-year programs in a wide variety of administration and accounting fields are usually transferable to four-year schools if the student so decides. The basic strength of Peirce is in its faculty. Most have advanced degrees in their fields and many have had practical experience in their fields as engineers, lawyers, Certified Public Accountants, computer programmers, secretaries, registered nurses, business managers, and other professions.

The Peirce Junior College building is old but spacious and airy. Modern equipment is abundant, such as a fully automatic language and dictation tape laboratory, electric typewriters, microfilm readers, developmental reading equipment, tape decks for individual instruction, and other office equipment. The Peirce Junior College Computer Center, used exclusively for instruction in the Business Automation Management and Data Processing programs, offers the latest equipment in programming, systems, and procedures.

Peirce Junior College is currently embarking on its first capitalization and financing campaign of its long history. For many years, as long as anyone still present can remember, the Peirce College of Business, was a thriving financial success. For many years, at the Christmas season, all faculty and staff would receive bonuses equal to half their salary, after sufficient reserve funds out of operating profits were invested. The Junior College still operates in the black, but an endowment must now be built up for the years to come, particularly if expansion to Devon is to be realized. The trustees are hard at work on this, and, as one might expect, excellent management provides an edge for a successful effort. Plans are under way to build a new curriculum in International Marketing and World Trade, utilizing the considerable resources in the Philadelphia investment houses as an advisory group. A number of official affiliations are already maintained by the College: with Wannemaker in fashion merchandizing, with the American Institute of Banking, with the Philadelphia Board of Trade, with the American Society of International Marketing Executives, with INA insurance group.

Spirit at the Peirce Junior College is high. There is a sense of efficiency and purpose in the style of life there. The Administrative Council, appointed by the President, operates the College. The College Council, with representatives from both Faculty and Student Senate, considers measures for the general improvement of the College. The Curriculum and Instruction Committee, the College Development and Planning Committee, the Educational Resources Committee, the social committee, the Student Personnel Services Committee, the Student Concerns Committee, the Cultural Affairs Committee, and the Faculty Development Committee all have broad representation and functional responsibilities.

With one century of success behind it, people at Peirce Junior College are not resting on the laurels of past accomplishments but are striding ahead vigorously. The dedication to the goals and purposes of the College on the part of staff was unmatched by the impressions at any of the other institutions. There is a fine mixture of new, competent staff and "old-timers" who can assess priorities with wisdom. Many of the younger faculty are themselves Peirce graduates who have gone on to Wharton and Harvard and returned. Frank Penny-packer, the Academic Dean, an extremely affable man, is clear that this is a good way to ensure that the Peirce tradition is maintained and strengthened.

The strengths of Peirce College are many: a top faculty; an able staff; a diverse student body which includes a substantial number (16%) of foreign students; a proud tradition; an enviable Board of Trustees whose chairman, recently retired, now devotes full time to the new capital fund drive; a downtown location on a prime piece of real estate; a new suburban campus waiting for development; a clear sense of its mission. The future of Peirce Junior College looks as bright as its past.

Interviews on Campus

Earl W. Glazier, Chairman, Board of Trustees
Joseph S. Treu, Dean of the College
Frank G. Pennypacker, Dean of Academic Affairs
Joseph T. Rogers, Assistant Dean, Continuing Education
James A. Tobin, Director, Liberal Arts Division
G. Russell Waite, Director of Admissions
Robert C. Garofola, Dean of Student Activities
Joseph S. Lewis, Executive Assistant to the President for Planning
Clitus J. McBride, Director, College Development
Patricia E. Chicone, Coordinator of Public Information
Carl E. K. Essig, Instructor, Business Administration
Jacqueline G. Hurst, Instructor, Secretarial Science
Joseph A. Schmid, Assistant Professor, Computer Programming
STudents: Samuel Hartman
 P. K. Patel
 Michael Akintani
 Patsy Wolfram

Documents Collected and Examined

Peirce Junior College Catalogue, 1972-74
Peirce Junior College Faculty Handbook, 1972-73
Peirce Junior College Student Handbook, 1973-74
Peirce Newsletter, Vol. VIII, Nos. 1-4 (1973)

Robert Morris College, Mr. Charles E. Sewall, President

610 Fifth Ave., Pittsburgh, Pennsylvania 15219

Moon Township, Coraopolis, Pennsylvania 15108

Enrollment: 4,350, Coed, Comprehensive, Founded 1921.

Accreditation: Middle States Association of Colleges and
Secondary Schools, and the Department of Education of
the Commonwealth of Pennsylvania.

Tuition: \$46 per credit hour (Trimester), Room and Board: \$550 per Term

Programs of Study: Business Administration

Liberal Arts

Secretarial Administration

Nursing

Radiologic Technology

Robert Morris College is an independent, non-profit, coeducational institution authorized in Pennsylvania to award Associate in Arts, Associate in Science, and Bachelor of Science in Business Administration degrees. Founded in 1921 as the Pittsburgh School of Accountancy, the school was named the Robert Morris School in 1935 in honor of the famous Pennsylvanian who was the financier of the American Revolution. When the operations were purchased by a non-profit corporation in 1962, with the approval of the Pennsylvania Department of Education, the school became Robert Morris Junior College. With the right to award the B.S.B.A. was given in 1969, the Junior College became Robert Morris College. In 1971, the College received approval from the Department of Education to prepare teachers of business and office education.

The Main Campus is situated seventeen miles west of Pittsburgh's "Golden Triangle" and one mile from Greater Pittsburgh International Airport. Located on a former estate, the site was purchased in 1967, and now there stand 21 buildings on the 230-acre campus. These form a complete living-learning center for 1500 resident students, and include classrooms, library, dormitories, administration, dining hall, student center, physical education facility and an outdoor heated pool. Another 1200 students commute to the Main Campus daily.

The Pittsburgh Center, near the Civic Arena and Duquesne University, features a college atmosphere in a business setting for another 1600 students. The building is eight stories, air conditioned, includes a full service library, fully-equipped office machine labs, and a student service annex with a dining hall and faculty offices. Although most students at the Pittsburgh Center commute, the College continues to lease two complete floors of the William Penn Hotel, two blocks away on Mellon Square, as dormitory space for many resident women students. Both the Main Campus and the Pittsburgh Center offer the full range of academic courses and degrees for which Robert Morris has been approved.

Historically, Robert Morris College's strength has been academic rigor in business oriented programs. The faculty speaks of its role as that of being the "Wharton School" for the western part of the state. Recently, with the new campus and a broadened curriculum, new vigor has come to the College. To meet the needs of its students with maximum flexibility, the College is organized into a Junior College Division and a Senior College Division. Together, the two divisions provide immediate training and personal guidance toward career goals through its two year programs, and also a bachelor's degree and business teacher certification for those continuing their studies. As enrollment trends dipped for new Freshman entries several years ago, the losses were more than off-set by others transferring into the senior division from two-year schools in the area. Today, about 65% of the total enrollment is in the lower division programs. All students at Robert Morris are awarded the Associate Degree after successfully completing two-years of work, and only then do A.A. graduates make application for the senior division. The bachelor's degree is a special focus program, and no one at Robert Morris expects or desires that the College will become a four-year Liberal Arts institution.

Much of the dynamic of the institution comes from its President, Charles L. Sewall, who was brought to Robert Morris in 1962 by the new Board of the non-profit corporation which reorganized the College. It is largely his leadership and the aggressive stance of the Board that has made the capitalization of the new campus and its buildings possible. Only the library was subsidized by federal funds. All of the other buildings were financed out of cash assets. The first capital fund drive is now being launched for a totally modern Learning Resource Center which will be the first of its kind in the region. It will house the Center for Individual Learning, an innovative approach to education which President Sewall sees eventually encompassing the entire curriculum. Already, all secretarial programs are being offered through self-paced individual learning techniques, backed up with technology, that allows the student to pay only for the amount of instructional service required by the curriculum. Opposed at first by a hesitant faculty, now every one seems positive about the CIL approach. After two years successful experiment in Coraopolis, part of the curriculum at the Pittsburgh Center is being redesigned along these lines as well.

Both units of the College, in Coraopolis and in downtown Pittsburgh, and both the lower and upper divisions of the College, are administered as a whole. The Assistant Dean of the College supervises most of the functions of the downtown Center, but policies and programs are unified. The faculty is one faculty, and most teach classes in both locations, being assigned several days of the week on the Main Campus and at other times downtown. The instructional staff totals 139 members, ninety-nine full-time and the remainder being "adjunct faculty" drawn from the top ranks of Pittsburgh's business community. Seventeen percent of the faculty hold doctorates and 75% the Master's degree. An Administrative Council oversees operations, and an Academic Council makes all decisions pertaining to curriculum. Only the students' association is organized separately on the basis of the two locations, but each of the student associations participates on governance committees of the College.

Interviews on Campus

Charles L. Sewall, President
John R. Bassett, Dean of the College
Robert L. Grubbs, Executive Vice President
David Hart, Administrative Assistant to the President
for College and Community Relations
Dennis E. O'Neil, Director of Communications
Norman M. Gibson, Assistant Dean of the College
Robert P. Walker, Director, Center for Independent Learning
Carol A. Austin, Coordinator, Learning Systems
Frank Corcoran, Assistant Professor of Business Administration
Beverly A. Finkle, Assistant Professor of Social Sciences
Hueng Kim, Assistant Professor of Economics
Annette Wehner, Assistant Professor of Secretarial Administration
Students: Augustus Barnett Mike Ruffin
 Carole Langley Chris Tisdale
 Bob Roberts Barbara Warner

Documents Collected and Examined

Robert Morris College Academic Catalogue, 1974
President's Report, 1971-72
"Focus on Robert Morris College" (recruitment brochure)
Robert Morris College Student Handbook, 1973-74
"The Minuteman" (bi-weekly student newspaper)
Institute for Management Catalogue, Fall 1973
Specific Guidance Brochures for Programs in:
 Transportation Services
 Management Opportunities
 Marketing as a Career
 Radiologic Technology Program
 Advanced Radiologic Technology
 Supervisory Development Workshop
Brochure: "Financial Planning for College"

Allegheny County Community College, Dr. John B. Hirt, President
Allegheny Building, 429 Forbes Avenue, Pittsburgh, Pennsylvania 15219

Enrollment: 13,600 FTE, Public, Coed, Comprehensive, Founded 1965

Accreditation: Allegheny and Boyce Campuses are accredited by the
Middle States Association of Colleges and Secondary Schools.

South Campus is a recognized candidate for accreditation by the
Association.

Governing Body: 15-member Board of Trustees named by the Board of
Commissioners is the Legal Sponsor.

Tuition: \$380 year (2 Semesters), No residences

Academic Degrees: Associate in Arts

Associate in Science

Associate in Applied Science

Programs of Study: Business, Communication Arts, Computer Science,
Education, Engineering and Engineering Technologies, Health Service,
Humanities, Human Service, Liberal Arts, Natural and Physical Sciences,
Secretarial Studies, and Vocational-Technical Studies.

The Community College of Allegheny County operates three main campuses
in the greater Pittsburgh area: Allegheny Campus on the North side, Boyce
Campus in Monroeville, South Campus in West Mifflin. In addition, the College
Center-North in North Hills opened late in the summer of 1972, principally
with teaching laboratory portions of its vocational-technical programs.
Furthermore, a variety of other educational programs are sponsored by Alle-
gheny County College in numerous other centers and satellites established in
schools, churches and other buildings throughout the community. This is the
only multi-campus public community college in the State of Pennsylvania, and
is the largest community college in the Commonwealth in terms of size of
student body and faculty. Including part-time students, there were over
16,000 credit enrollments in the 1972-73 academic year.

The College was conceived during the early sixties as part of the
Commonwealth of Pennsylvania's Master Plan for Higher Education. In 1963
the Community College Act was signed into law by the governor. After a
request by the Allegheny County School Board that the Board of County Commission-
ers sponsor the College, the issue was placed on the ballot and approved in
1965 by a 66% favorable vote. Acting on this mandate, a Board of Trustees was
appointed and the College was founded that year. In the Fall of 1966, both
the Allegheny campus in North Pittsburgh and the Boyce campus opened with an
enrollment of 3,000 students. South Campus opened in 1967, and the vocational-
technical Center-North was added in 1972. In the Fall of 1973, more than
20,000 students are expected to enroll in all programs.

Funding for the College comes primarily from three sources -- student
tuition, Allegheny County, and the Commonwealth of Pennsylvania. Additional
revenue comes from private donors, corporations, foundations, special state
allotments, and federal grants and contracts. During the 1972-73 fiscal year,
the College operated under a budget of about \$2.9 million in capital funds
and a \$10.7 million operating budget. The programs of the College are centrally
administered, by the President and his subsidiary staff. Each of the three
main campuses is operated by an Executive Dean, all of whom report to the

President. In addition, there is a Dean of Administration and a Dean of Educational Services, and a Dean of the College Center-North. The functions of Admissions, Registrar, Controller, and financial aid are all centrally coordinated, while each campus has its own integral unit of student personnel services. The faculty is unified, though each person is assigned to a specific campus, and is unionized.

Allegheny Campus is the urban component of the College and offers a wide variety of programs to its diverse population. It is located at 808 Ridge Avenue just on the North side of the Allegheny River, one mile from the "Golden Triangle", in the Monument Hill area overlooking Three Rivers Stadium. It is the largest of the campuses with 6,700 full and part time students and a full time faculty of 137. A full range of courses and occupational career areas are covered in its curriculum. Many of the career programs offer the student a cooperative work option in which credit is earned for paid, on-the-job training during the third and fourth semester on campus. A number of extra-curricular and co-curricular activities are available, including a variety of special interest clubs and organizations, intercollegiate athletic programs in basketball, track, cross-country, soccer, tennis, golf, and club football. A new physical education center is the newest of the modern three-building campus constructed in Point Park since 1971.

Full academic programs are also operated in the Boyce Campus in the eastern suburb of Monroeville, and on the new South Campus for the West Mifflin area and McKeesport. The other principal instructional units of the College are its four community-based "Centers": with permanent staffs but located in leased facilities. These centers were established in an attempt to bring the Community College program as close as possible to the local communities. The new College Center-North, which has a vocational-technical focus, allows the students to spend two days each week in the classrooms of any County Community College campus convenient to his residence, and the other three days he spends in the downtown vocational laboratory practicing the trade he is studying. In 1972 the College Center-North assumed responsibility for Passavant Hospital's Practical Nursing Program in which 50 students were enrolled. The Homewood-Brushton Center, located in a former warehouse, has over 325 students enrolled, both day and evening, serving mostly employed persons trying to gain job mobility by earning an associate degree. The McKeesport Center opens in the Fall of 1973 when the South Campus moves into its new West Mifflin facility, with programs geared mostly for housewives and senior citizens in the vicinity. The Clairton Center opened in September 1972 in an old store front and principally provides preparation for G.E.D. and secretarial science.

One of the most interesting educational formats of the Allegheny County College system is that offered by the satellites, sponsored in different schools, churches, apartment buildings, hospitals, community centers, business offices, retail stores, banks, and even the local penitentiary. Unlike a center, a satellite lacks an established lease, permanent staff members and financial support for property ownership or equipment. Classes may be held in a certain location for an extended period of time or they may be held there for only one semester. Classes are arranged and satellite programs established at the re-

quest of a person or community group who sees the need for an educational service. The programs are operated by the Community Services division at each campus and Center-North.

Additional community service and continuing education programs are offered on all three campuses and Center-North. The services range from evening and Saturday credit classes to summer sessions, special non-credit classes to summer sessions, special non-credit courses for professional improvement or personal enrichment, public service seminars, concerts and exhibits. The programs are designed to meet the occupational, cultural, recreational, social, and special educational needs of individuals or specific groups in the community. They are often offered in cooperation with local public agencies, business, industry, or civic organizations. All three campuses have musical groups which give public concerts throughout the year, and theatrical groups which include both students and community residents in several dramatic productions each year. Special provision has been made at all new facilities of the campuses for art and cultural exhibits both on campus and in locations throughout the community.

Interviews on Campus

James L. Evanko, Executive Dean, Allegheny Campus
Curtis L. Borton, Dean of Educational Services
Ralph C. Grimm, Special Assistant to the President
Gordon L. Sarti, Registrar
Joseph L. Hines, Director, Homewood-Brushton Center

Documents Collected and Examined

1973-74 Bulletin, Community College of Allegheny County
1972-73 Student Handbook
"The Scout", Allegheny Campus weekly newspaper
1973-74 Academic Programs and Callendar
Career Program Brochures: Banking and Finance
Hotel-Motel Management
Computer Science
Communication Arts
Marketing Management
Retail Merchandizing
Engineering Technologies
Community Health Services

Cuyahoga County Community College, Charles E. Chapman, President
Metropolitan Campus, 2900 Community College Ave., Cleveland, Ohio 44115
Eastern Campus, 25444 Harvard Rd., Warrensville Township, Ohio 44122
Western Campus, 7300 York Rd., Parma, Ohio 44130
Enrollment: 20,000 +, Public, Coed, Comprehensive. Founded 1963.
Accreditation: Fully accredited by the North Central Association of
Colleges and Secondary Schools.
Governing Body: The Board of Trustees of the Cuyahoga Community College
District, created by the Cuyahoga County Board of Commissioners.
Tuition: \$7 per credit hour (maximum \$100 per quarter, no residences)
Academic Degrees: Associate in Arts
Associate in Science
Programs of Study: Seventy specific subject areas

Cuyahoga County Community College ("Tri-C" as it is called by everyone) is Ohio's first public community college, and serves greater Cleveland and its environs. The College was chartered by the State of Ohio in December 1962, following the creation of the Cuyahoga Community College District by the Cuyahoga County Board of Commissioners. On September 23, 1963, Tri-C opened its doors to 3,000 credit students, at that time the largest opening day enrollment figure in the history of the flourishing community college movement. Nine years later, with nearly 21,000 students in credit programs, CCC's enrollment is the fifth largest in the State of Ohio. The Western Campus opened in 1966 on the site of the former Veterans Administration Hospital in Parma Heights. One month later, ground was broken for a \$38.5 million permanent Metropolitan Campus in downtown Cleveland. Located on a 40-acre site in the St. Vincent area, this is an imposing showpiece with ten separate but connected modern buildings designed to serve 15,000 full and part-time students. In the Fall of 1971, Tri-C Eastern opened to another 1,500 students in interim facilities near Sunny Acres Hospital in Warrensville Heights. Expectations are that by the end of the decade, Tri-C will enroll 30,000 students per year.

Tri-C Metro boggles the mind. This "spaceage" campus has been conceived as a stimulating academic environment to enrich the entire city and especially its local community. The St. Vincent area was a decaying inner city neighborhood of old commercial buildings, tenements and housing projects. Now it is a ten square block center of learning that includes facilities for public meetings, lectures, symposia, clinics, orchestral and choral concerts, dance, films, recitals, plays, operas, art shows, intercollegiate athletic contests, and many other community enrichment events. This magnificent complex floats on a platform walkway. The buildings are harmoniously arranged around court yards with study and lounge areas. Center of the architectural focus is the "Fountain Court". Dominating the design is the six-story Learning Center, which includes the Library and Computation Center. Students traverse the "all weather" campus via heated underground corridors or open-walkways through the inner arcades. Parking facilities are all underground with entry directly into the buildings via elevators.

Ultramodern electronic teaching and learning equipment is being utilized in all programs. Hardware includes open and closed circuit television reception in classrooms, and transmission equipment, computer and computer-associated instructional systems, audio-visual equipment, and a variety of other electronic

apparatus in specific laboratories. The Media Center has several functionally-varied theaters, and several sound studios for film and video-tape production, and houses the campus radio station. The Science and Technology Building, the first of the units to open its doors in 1968, is the largest single structure. In addition to 13 permanently equipped science laboratories, it contains other classrooms and labs for a wide range of career-oriented curricula, with equipment designed to permit flexibility of instruction in the fast-changing fields of Business, Engineering, Health and Public Service technologies. Other highlights of the Tri-C Metro Campus include a 376-seat theater, a 3,000 seat gymnasium, a 910 seat auditorium (home of the Cleveland Philharmonic Orchestra), bookstore, and a foreign language laboratory with 100 separate stations for individual study. Other facilities include a Humanities Building, Student Services Building, Student Center, Art and Music Center, Media Center, Learning Center, and Operations Building.

Each of the Tri-C campuses provide a full range of academic and occupational programs. President Chapman and the Community College District staff are located in the District offices downtown. Budgets, non-academic personnel, purchasing, research and planning, development, and physical plant maintenance are all operated from the district level. Each campus has its own President and administrative staff, as well as faculty and student governance arrangements. An administrative council, a faculty senate, and a student affairs council, each function integrally in each location. In addition, each campus has its own policy planning committee, admissions and scholarship committee, student activities committee, athletic teams, and campus publications.

In addition to the academic and career programs, the Tri-C campuses also offer a full Community Services Program, to provide representative cultural, educational, occupational and avocational courses of study as determined by community interest and need. The credit offerings, in evening and week-end formats, do not differ from those within the regular instructional program. Non-credit offerings, however, are designed to meet specific educational requirements of all sorts, and take such forms as one-day seminars, workshops lasting several days to several weeks, and special programs under co-sponsorship arrangements with community groups. These have included a 160-hour Firefighting Training Program in conjunction with the Northeastern Ohio Fire Chiefs Association, a Refresher Program for Nurses, Dance Workshops, and a Management Training Program for Minority Contractors. Evening courses are offered in such places as the Cleveland Federal Building, the Hough Family Health Care Center, the Ford Motor Company's Brook Park Plant, Lakewood Hospital, and N.A.S.A. regional headquarters.

Of special interest are the several continuing community service programs, operated out of the Metro campus Office of Community Services, tailored to meet specific economic or social needs. These include Project EVE (for women), the Paraprofessional Training Program, the Career Opportunities Teacher Project, Project SEARCH, and the Community Educational Services Center. The latter is housed off-campus in a rented store front near an inner-city housing project about four blocks from the campus. Fourteen full-time professional and service workers are maintained in this location to provide a full range of psychiatric, medical, social welfare, drug abuse and youth assistance services to the people in the area. The philosophy of this facility is that: if the Tri-C Metro Campus

is to fully serve the residents of the inner city, the people, both youth and adults, must be helped to prepare to take advantage of the educational opportunities available. This service center assists in helping the residents of the project get themselves together first, then provides the required educational and career guidance needed.

Project SEARCH has recently added a Special Veterans Talent Search and Upward Bound component to its range of Talent Search programs. A detail discussion of Project SEARCH may be found on pp. 77-78 of the P.D.E.

Interviews on Campus

District Office:

Robert G. Carman, Director of College Relations
Richard C. Romoser, Director of Institutional Research and Planning
Maurice Thornton, Equal Employment Opportunities Officer

Metropolitan Campus:

Major L. Harris, Dean of Student Services
George Traicoff, Dean of Community Services
Evelyn Bonder, Coordinator of Project EVE
Samuel R. Carrington, Director of Project SEARCH
Langston C. Davis, Coordinator of Community Programs
Russell A. Duino, Archivist Librarian
Eli Ferenchik, Director of the Ethnic Heritage Center
Ohiro Kubasato, Asst. Director, Educational Media Center
Reginald Washington, Director, Project New Careers
Harold J. Gaines, Professor of Sociology
Richard N. Meadows, Department Chairman of Performing Arts
C. Fred Jenkins, Ombudsman
Students: Donna Fioritto William Parkam
Sue Billo Muqit Sabur
Bruce Leaks Elois Hambright
Glynn Crawford James Scott
Renee Hinkle

Documents Collected and Examined

Cuyahoga Community College Catalogue, 1973-74
"Cuyahoga Community College is People" (recruitment brochure)
Tri-C Metro, Winter Schedule of Classes, 1973
Metro Campus Student Services Annual Report, 1971-72
President's Annual Reports, 1964-65 thru 1971-72
Community Services, 1971-72 Annual Report
Media Center Support Services Manual, 1972-73
Special Project Reports: Project EVE
Project SEARCH
Career Opportunities Teacher Project
New Careers Project
Paraprofessional Training Program.
Studies from the Office of Planning and Research:
"Academic Dismissal in Junior Colleges, 1970"
"Analysis of the 1971 Summer Calendar"
"Sophomore/Freshman Academic Achievement Patterns"
"Analysis of the 1972 Summer Session"
Data memos on Trends in Student Enrollment
"The Commuter" (student weekly newspaper)
"Muntu Drum" (Afro-American alternative newspaper)
From the Office of Community Services:
Proposal for West Center Area Community Services Center
West Central Area Community Services Center: Two-Year Report

El Centro College, Donald T. Rippey, President

Main and Lamar Streets, Dallas, Texas 75202

Dallas County Junior College District, William J. Priest, Chancellor

Enrollment: 6,750 (El Centro); 14,550 Dallas Community College District.

Public, Two-Year, Coed, Comprehensive. Founded 1966.

Accreditation: Association of Texas Colleges and Universities, Southern Association of Colleges and Schools.

Governing Body: Seven member Board of Trustees elected by the voters in Dallas County.

Tuition: \$6 per Semester hour, \$60 maximum. No residencies.

Academic Degrees: Associate in Arts

Associate in Science

Associate in Applied Arts

Associate in Applied Science

Nine Certificate Programs

With a growing population and an expanding economy, the citizens of Dallas County voted in May, 1965, to establish a junior college district by a margin of three to one, with a \$41,500,000 bond issue attached. More than 50,000 citizens signed petitions to get the issue on the ballot and once the issue was decided, a steering committee was formed out of delegates to a convention organized by chamber of commerce groups throughout the county. The bond issue had widespread support in community organizations and citizens groups in every section of the county. This convention elected the first members of the Board of Trustees, and the Board, in turn, hired William J. Priest from Los Angeles as the District Chancellor.

El Centro College opened its doors in 1966, housed in the former Tiche's Department Store, occupying a square block in downtown Dallas. In its first five years of existence, El Centro served more than 80,000 students in its programs of academic transfer, technical-occupational training, and community service. Two additions were made to the District in September 1970 when Mountain View College opened in the Oak Cliff area, and Eastfield College began operations in Mesquite. In September 1972, Richland College received its new students in the Northeast corner of the County, bringing total enrollment in the four campuses close to the 15,000 mark. Three other additions are planned before 1976, which would close a decade of unparalleled growth.

El Centro is an open door college, with enrollment limited only by the physical capacity of the campus. In accordance with this policy, the college assumes the responsibility to provide guidance and counseling to help the student find areas of study best suited to interests, aptitudes, and abilities. The counseling staff of eleven full time professionals is supplemented by a number of upper division "peer" counselors to insure as best possible that incoming students get started in the right direction. Once into an academic or occupational program, the student is expected to assume the responsibility to make the most of the educational opportunity presented.

El Centro is a dynamic place. The entire first floor of the large building is attractively decorated in mod shades and designs as a lounge area. The former "bargain basement" of the department store has been turned into a

student center with a variety of lounges, game rooms, work rooms, cafeteria and the radio station KELC. The mezzanine offices for financial aid, student activities and student organizations. The elevators to the upper nine floors are in psychedelic designs. The middle six floors are classrooms and labs, while administrative offices are on the top story, and the second floor houses the library, media center, registrar and other support services. The place vibrates with activity and reflects an excitement about the style of education available there.

One innovative approach at El Centro is the Mini-College, an interdisciplinary program that fosters a close interpersonal relationship between students and their peers and teachers. This program is structured to allow flexibility in class size and content, but included in the approach is an emphasis on small discussion groups to insure that all get involved. To break down artificial barriers between the traditional disciplines, the Mini-College features a weekly symposium incorporating all the courses, students, instructors, as well as guest speakers, films and multi-media presentations. The idea of the Mini-College is to allow students more direction of their own learning program but to remain accountable to a small group rather than floundering in independent study as so often happens. The Learning Resources Center at the College, well equipped through federal assistance, is an important part of the Mini-College program. Its primary purpose is to facilitate the presentation of resources and services to all units of the College.

The Community Services Division of El Centro is well organized and offers a variety of non-credit courses to assist Dallas County citizens explore new fields of study, to increase proficiency in a particular profession, and to enrich their lives through planned cultural and recreational activities. Most classes are held at El Centro in the evenings, but some classes are held off campus to better meet community accessibility requirements. More attention is being given to explore relationships with companies which wish to conduct courses, workshops, and seminars in conjunction with their own training programs.

The student population at El Centro is a heterogeneous mix reflecting almost exactly the population diversity of Dallas County between blacks, whites and chicanos. Studies of the first five entering classes at El Centro indicate that the chicano students, however, are almost all enrolled in the occupational-technical curriculum areas, but that those who do enroll in the academic transfer programs do extremely well. Further work is being done by College staff currently to try to determine statistically what is now only an intuitive observation, that these achievement patterns reflect length of time of the family in the country, with second and third generation students being in the academic divisions since the language is no longer a barrier for them. Other data indicates that the median family income of students at El Centro is below \$7,000, that the average age is 23 years, and that most (78%) of El Centro students work at least part time.

Interviews on Campus

In the District Office:

R. J. LeCroy, Vice Chancellor
H. Deon Holt, Director of Planning and Research
Robert J. Leo, Director of Special Services and Government Relations
Sibyl Hamilton, District Director of Public Information

At El Centro:

Chester H. Palmer, Dean of Instruction
Don G. Creamer, Dean of Students
Donald W. McInnis, Associate Dean of Evening and Adult Education
Ric Abbott, Director of the Student Center
Ray Witherspoon, Director of Community Service
Robert D. Hamm, Director of Urban Progress with Education
Jane Gentry Smith, Director of Student Activities
Jack Gilbert, Division Chairman of Communications
Ruby Herd, Division Chairman of Guided Studies
Students: Robert Luke Gail Watson
 Alvin Morris Jerry Wesson
 Juanita Sittler Ruperto Diaz

Document Collected and Examined

El Centro College, 1971-72 Catalogue
1971-72 El Centro College Student Handbook
"More than Books", Community Service Brochure 1972
"In the Center of Things", El Centro recruitment piece
"A World of Learning", Dallas County C.C. District Bulletin
Technical Occupational Programs Catalogue Supplement

Federal City College, Elgy Johnson, Acting President

1420 New York Avenue, N.W., Washington, D.C. 20005

Enrollment: 10,000 (900 in 5 graduate programs) Public, 4-year,
Coeducational. Founded 1965.

Accreditation: Recognized Candidacy Status from the Middle States
Association of Colleges and Secondary Schools.

Governing Body: a nine member Board of Higher Education appointed by
the District of Columbia Commissioners

Tuition: \$12.00 per credit hour for D.C. residents. No residencies.

Academic Degrees: Baccalaureate in Nine academic divisions
Master of Arts in Five academic areas.

Until recently, the District of Columbia, with a population greater than eleven states and all but 15 cities in the U.S., never had a comprehensive public institution of higher education. Groups of Washington citizens for years had stimulated interest and discussion toward the creation of such an institution, and in 1963, President Kennedy commissioned a study of the need for public higher education in the District. This group, headed by Francis P. Chase, Dean of Education at the University of Chicago, issued its report in 1964, which called for the immediate creation of a college of liberal arts and sciences, publicly supported and authorized to confer both the baccalaureate and master's degrees. In 1965, Senator Wayne Morse of Oregon introduced a bill to establish this College, and a similar bill was introduced in the House. Finally, Federal City College (and the Washington Technical Institute) was created when President Johnson signed into law that year Public Law 89-791.

After considerable planning for a program in which traditional and contemporary elements would be combined in ways that would appeal to the new student body and be relevant to the District, Federal City College admitted its first class in September 1968. From the beginning it was decided that within the framework of the academic degrees, attention at Federal City College had to focus on the urban problems facing Washington. Officials of the College determined that its programs would not simply provide a liberal education to Washington residents, but would also serve the city by taking an active part in reversing the process of urban decay. By 1970, the College had an enrollment of 6,000 students, and today numbers about 10,000 annually with classes located in leased buildings in 28 areas of the city. Graduate Programs are offered in Adult Education, Communication Sciences, Counseling Psychology, Media Sciences, and Teacher Education.

The programs at Federal City are academic only in so far as that term signifies the theoretical approach to the subject matter. All courses have a practical orientation, reflecting the needs of the population of the District. All vocational and technical courses are offered in the two-year programs of the Washington Technical Institute, created by the same Charter that established Federal City. At FCC, the educational philosophy is one of connecting knowledge and reason with action that has practical results. In addition to helping develop an educated citizenry, FCC works to demonstrate in diverse and tangible ways that its resources make a difference in the lives of residents, not just students. Thus, it is quite appropriate to view Federal City College as the first "urban-grant" college in the nation, similar in purpose if not design to the model articulated by Clark Kerr and the Carnegie Commission on Higher Education.

Implementing the purposes for which it was founded has been difficult at Federal City. A large number of federal grants and contracts have been secured, and a number of concrete accomplishments can be pointed out. But abuse of contract provisions, and the subsequent adverse publicity and scandal in the Community Education Program set back many of the program goals, and all such grants and contracts must now undergo the closest scrutiny and monitoring procedures. Federal City has had four Presidents in its first four years of operation, and recently suffered from slight funding cut-backs from the Nixon Administration. However, if the long search for new leadership results in sound and stable administration, Federal City should recover and go on to fulfill the quest potential envisioned by its founders.

Interviews on Campus

James T. Brown, Vice-President for Administration and Finance
Ken Gramza, Director of Institutional Research

Documents Collected and Examined

Federal City College Bulletin, 1971-73
Report of the Community Education Project, 1972
Cooperative Extension Service, Prospectus

Wayne County Community College, Reginald Wilson, President
4612 Woodward Avenue, Detroit, Michigan 48201
Enrollment: 12,500 (26 lease locations), Public, Coed, Comprehensive.
Founded 1969.
Accreditation: Correspondent Status with North Central Association of
Colleges and Secondary Schools.
Governing Body: Seven member Board of Trustees, one each elected by
the people for six-year terms from the seven equal population
districts of the County.
Tuition: \$10.00 per credit hour for residents of the District. No residencies.
Academic Degrees: Associate in Arts
Associate in Science
22 Specialized Career Programs

Until 1969, Wayne County was the largest metropolitan region in the United States without a coordinated community college system. Several years before, voters had approved the idea of a community college and elected trustees, but on three successive ballots had refused to vote tax support for it. In the Summer of 1969, after it became clear that no local millage would pass, the Board of Trustees formed a skeleton staff and directed that classes be set up in leased classrooms by Fall. With only two months to plan, about two thousand students were anticipated. The only money to work with was \$1 million from the State legislature, \$300,000 from New Detroit, Inc., and anticipated student tuition payments. Classes were organized in existing public and parochial school buildings around the county. When the doors were opened, the response was overwhelming. More than 6,000 students registered, and the curriculum, faculty, and staff grew, literally, overnight.

Several factors helped to account for the remarkable turnout: the convenient neighborhood locations of the classes, the "open door" admissions policy, low tuition and the successful design of the college to meet the needs of the community. From the beginning, several hundred members of the community have taken an active part in the development of the College, the participation being formalized in the Citizens Advisory Committees (CAC). Each of the seven Trustees took the responsibility to initiate these groups in his own district, so that in each area there would be working a group of people to evaluate the needs of that particular community, and to interpret these to the Trustee in order that programs and objectives would suit the constituencies. Delegates from the seven area communities continue to meet monthly on a countywide basis to share concerns and ideas which CACs articulate, and to formulate these concerns into specific recommendations for Board consideration.

The search for a President took much longer than expected, so that initially the Trustees provided all the leadership, working closely with academic and support services personnel. Dr. Murrery Jackson, of the University of Michigan, was asked to serve in 1970 as Acting President and did so for almost two years in the difficult formative process. Finally, in 1972, Dr. Reginald Wilson was named President, and more long-range plans have now begun to take shape. With no local tax base for support, Wayne County Community College has not been able to purchase or construct any permanent facilities at all.

The inability of the College to lease specialized instructional facilities such as science and vocational laboratories has also been a major deterrent to program expansion. For the first three years, conventional classroom space throughout the service district has had to suffice for all instructional purposes.

Now, however, with a H.E.F.A. Title I Special Opportunities Planning Grant, a long-term development concept has been formulated. The concept, a CORE of Specialized Spaces to service a region of classrooms, originated out of the cooperative efforts of the WCCC planning staff and the Citizens Advisory Committees. A CORE would include space for Administration, Learning Resources, Student Services, laboratories, lounge, special use and equipment, probably in a renovated office building. All areas of special instruction would occur here. Surrounding the CORE are to be "satellites" using existing facilities on a lease basis, such as classrooms in a community center, public or parochial school, Vocational/Technical classes in a renovated factory or car dealership, allied health and nursing programs in nearby hospitals, evening classes for adults in district schools. COREs are to be located in each of five regions in the County, based upon accessibility via public transportation and freeways. These regions have been designed based on studies of patterns of attendance during the first three years. 1978 is the target date for full implementation of the plan.

By June 1973, Wayne County Community College has graduated four classes, a remarkable feat considering the circumstances of its beginnings. Most of the students at WCCC would never take advantage of higher education otherwise. Women out-number men by fifteen percent, nearly half the students are married, and just over half are Black. Other racial and ethnic backgrounds are represented in enrollments at a proportion very near the relative size of each ethnic group in the County. Most of the students come from families of low and moderate incomes (\$5,720 median). Most of the students carry part-time academic loads, although an increasing number are enrolling full-time. About 75 percent of the students are employed, and the average working time per week for these is 37 hours. 2,000 Veterans are currently enrolled, and five percent of all enrollees at WCCC never finished high school. About 20 percent of students say they enroll at WCCC for "special interest" reasons and do not identify with a specific program or curriculum.

Nearly half of all students at WCCC say they intend to continue their education beyond two years. Career training programs are offered in such areas as business administration, secretarial sciences, urban technology, nursing, allied health technologies, government services, human services, industrial technologies, etc. The program of general studies provides a variety of course offerings for the purpose of cultural enrichment and personal growth. Individual specialty areas are available for short-range job-upgrading objectives. To fully implement the educational philosophy of incentive rather than punishment, failing grades are not reported on official transcripts. Innovative credit courses and federally-funded inter-ethnic workshops throughout the community have been created by the College staff in concert with the CACs, to provide opportunities for individuals and community groups to explore cooperatively programs to promote cultural pluralism and understanding in Detroit. The Black Studies Program is designed to provide learning that is both academic and practical, focusing on concerns for the betterment of the Black community. All Black Studies classes must be involved in some community project. To date, some areas of involvement have been drug abuse, consumer education, government and economic development.

Interviews on Campus

Roy G. Phillips, Vice President for Administration
George N. Bennett, Academic Dean, Arts & Sciences
Guill Petway, Academic Dean, Career Programs
Thelma J. Vriend, Dean of Students
Eugene C. Strobel, Director of Community Relations and Services
Arthur Carter, Director of Counseling Services
Carl Weber, Director of Institutional Research
Carter Stevenson, Director of Student Activities
James M. Anderson, Director of Inter-Ethnic Project
George Misaian, Financial Aid Coordinator
Richard Lightbody, Placement Coordinator
Ronald C. Scott, Community Coordinator

Documents Collected and Examined

Wayne County Community College Bulletin 1972-73
Wayne County Community College Handbook for Students
Wayne County Community College Admissions Information (pamphlet)
from the Office of Institutional Research:
 Student Demographic Data Questionnaire
 Summary Draft of Data, Fall 1969 - Fall 1971
Citizens Advisory Committees; Report to the Board of Trustees, June 7, 1972.
Job Placement Brochure
Wayne County Community College Tomorrow (pamphlet)

The City Colleges of Chicago, Dr. Oscar E. Shabat, Chancellor
180 North Michigan Avenue, Chicago, Illinois 60601
Enrollment: 40,000 (Seven Campuses and TV College). Founded 1911.
Public, Two-Year, Coed, Comprehensive, Year-Round.
Accreditation: TV College is accredited by the North Central Association
as part of City Colleges of Chicago; all other campuses are separately
accredited by NCA.
Governing Body: Board of Trustees of Illinois Junior College District
#508, seven members appointed by the Mayor of Chicago to three-year terms.
Tuition: Free, \$20 fee. No residencies
Academic degree: Associate in Arts
Associate in Applied Science
Over 100 occupational programs.

Established 60 years ago for twenty-eight students who took courses in Crane high school, the system of the City Colleges of Chicago (CCC) now is comprised of eight colleges individually accredited (Amundson-Mayfair, Kennedy-King, Loop, Malcolm X, Olive-Harvey, Southwest, TV, and Wright) that together serve 40,000 students. A full range of transfer programs and more than 100 occupational-career programs are offered to students in two-year, one-year, 28-week, four-course, and short term sequences. Each college, in addition, sponsors its own variety of adult and continuing education programs, some on-campus and some off-campus, all directly designed to relate to needs in its particular community. TV College is an open-circuit television extension of the City Colleges of Chicago. Originally financed as a three-year experiment by the Ford Foundation, TV College began in 1956 programming from the Museum of Science and Industry. Now supported by the Chicago Board of Education, programs are prerecorded in studios at WTTW-Channel 11 and WXXW-Channel 20, with about 50 courses offered for credit, and about 26 hours telecast weekly during Fall and Spring terms. Credit students enroll in one of the system's colleges and report to one of four centers for examinations, conferences and laboratory work. Special arrangements are made for shut-ins and the physically handicapped, and about 200 inmates of state correctional institutions are enrolled each year.

Originally under the control of the city Board of Education, the programs of the City Colleges of Chicago have had a stormy and checkered history. Crane High School was the only location of instruction until 1935 when three additional sites were in high school buildings: Wilson on the South, Wright on the North, and Medill on the West. Expansion of the College began in 1956 with the addition of the Amundsen campus and TV College. Locations have tended to shift with consolidation and have included Crane, Herzl, CVS, Fenger, Bogan, Loop, Mayfair, Tilden and Wilson. In July 1966, control transferred from the city Board of Education, with the adoption of Phase I of the Master Plan for Higher Education in Illinois, to the state system of junior college districts. The system changed its name to City Colleges of Chicago in 1969 and the branch campuses became known as colleges. Wilson became Kennedy-King, Crane became Malcolm X, Fenger merged with Southeast and in 1970 became Olive-Harvey, Bogan became Southwest, and Amundsen and Mayfair merged.

The City Colleges of Chicago are centrally administered from the Chancellor's office downtown. Each campus has its own President and separate identity, but a variety of the operations and support services are coordinated centrally. Dr. Shabat's staff includes an Executive Vice Chancellor, Associate Vice Chancellor for Administrative Services, Associate Vice Chancellor for Government and Community Programs (this last position just recently created), Vice Chancellor for Faculty and Instruction, and Vice Chancellor for Career Programs. Other operational aspects, such as student financial aid, are coordinated from the district offices as well. The system exhibits a sometimes fuzzy mixture of relations between coordinated and autonomous units. The programs of three of the Colleges are described below.

Community Services generally is not a well developed area of the City Colleges. This reflects the relatively low priority of community services on the agenda of the Illinois Junior College Board. A total of \$750,000 is budgeted in this category for the entire state, and only three City Colleges (Loop, Olive-Harvey, and Southwest) have received any funding from this source. By far, the largest segment of this is \$159,500 received by Loop, allocated for ten programs specified below. At the other schools, Community Services already suffers from lack of priority and direction, and the administrative confusion of program goals with evening and adult education.

Central Office Interviews

John Grede, Vice Chancellor for Career Programs

Documents Collected and Examined

Report on the Chicago City Junior College to the Chicago Board of Education, Presented by Benjamin C. Willis, General Superintendent of Schools, May 23, 1956.

The Second Report on the Chicago City Junior College to the Chicago Board of Education, presented by Benjamin C. Willis, General Superintendent of Schools, July 23, 1958.

50th Anniversary, 1911-1961, Chicago City Junior College, Chicago Board of Education, 228 N. LaSalle St., Chicago, Illinois.

A Master Plan for Higher Education in Illinois, Illinois Board of Higher Education, Room 600 State House, Springfield, Illinois. July, 1964.

A Master Plan - Phase II, for Higher Education in Illinois: Extending Educational Opportunity, Illinois Board of Higher Education, 300 E. Monroe Street, Springfield, Illinois, December, 1966.

Grede, John D., "Collective Comprehensiveness: a Proposal for a Big City Community College", in The Journal of Higher Education, Vol. 41, March 1970, pp. 179-94.

The Loop College, Dr. David H. Heller, President

64 East Lake Street, Chicago, Illinois 60601

Enrollment: 8,500 Fall 1972 (FTE 4,300). Established 1962.

Accredited: North Central Association of Colleges and Secondary Schools;
Class I by the Illinois Junior College Board.

The Loop College first opened its doors in September 1962 with an enrollment of 2,600 students. At the time, the Chicago Board of Education named Ernest Clements as the College's first Dean, who served until 1965 when he was transferred to the Wright campus. Dr. David H. Heller was then appointed Executive Dean, and was inaugurated as the first President of Loop College in 1970. In the past five years, Loop College has seen its 1967 enrollment of 4,200 double to its current total, straining the facilities of the 17-story building on Lake Street with more than 900 classes each semester. Of major importance is the current planning of a new \$30 million 20-story building, at Wabash and Lake, to serve 15,500 students, ready for occupancy in the Fall of 1976.

Loop College already benefits from its central location making it readily accessible from every part of the city, providing it a diverse ethnic multiplicity of people. The College places a strong emphasis on preparation for such urban occupations as business management and data processing as well as general education and university transfer programs. Most of the transfer programs include courses from the general education core, specifically English, Biology, Humanities, Physical Sciences and Social Sciences. Specialized career programs range from short term technical courses to two-year degree-granting curricula in business, industry, and government service. More than 80 career programs are offered in Human Services, Education, Public Services, Applied Sciences, Engineering Technology, Medical Arts, Business, Data Processing, Systems Management, and Communications.

Loop is noted for its Public Service Institute which provides educational opportunities for government employees or for those who might seek a career in public service. The Public Service Institute at Loop was established in Spring, 1966, with four programs, but now has more than 30 leading either to an Associate degree or a Certificate of Completion. The program has grown steadily since its inception from the demand for more and better skilled employees in city, county, state and federal government and agencies. Careers covered by its program offerings include public safety, social services, education, administrative services, engineering technology and public health.

Loop has a well developed Program of Continuing Education and Community Services. Specific program categories include Urban Problems and Resources
The Citizen and Public Affairs
The Citizen, The Arts and Culture
National and World Affairs
Counseling and Education.

Resource persons for the programs include educators, community leaders, journalists, attorneys, politicians, scientists, filmmakers, architects, musicians, artists and many others. With courses in four to eight-week formats, and a variety of workshops and seminars, the offerings are non-credit with a small registration fee for Chicago residents. They are held both day and evenings in the College building and in community centers in various parts of the city. As part of its program of community outreach, the office staff develops special projects with and for citizen groups and organizations. Among these are:

"Making the City Neighborhood More Livable" - an environmental education and action project for senior citizens and older adults.
 "Caring for Children in Homes and Centers" - four workshops in cooperation with Central YMCA Community College.
 "Chicago Area Meeting for Children's Theater and Creative Drama" - puppets and film resources.
 "Peer Group Education and Counseling Program" - a community based project developed with and for young ADC mothers.
 A Training Program for Leadership Development for Spanish-speaking Community Organizations.
 An Alternate high school completion program for adults.
 A Housing Program for Senior Citizens.
 An Inner City Education and Action Project for Heart Disease Prevention.
 A Program for Food Coop organization between the inner-city poor and small farmers in Northern Illinois.
 "Operation New Start" - A Project to develop New Community Roles for Older Adults.

Interviews on Campus

Dr. Salvatore G. Rotella, Vice President for Occupational and Special Programs,
 Director of Public Service Institute
 Dr. Maurice Kessman, Director of Research, Planning and Evaluation
 Dr. Aimee I. Horton, Director of Continuing Education and Community Services
 Charles N. Jones, Director of Student Financial Aid
 Thomas W. Hearney, Coordinator of Programs, Continuing Education and
 Community Services

Documents Collected and Examined

The Loop College Catalogue, Catalogue 1973-74
 Proposals and Program Brochures for Projects above.

Kennedy-King College, Maceo T. Bowie, President
6800 S. Wentworth Avenue, Chicago, Illinois 60621
Enrollment: 8,000 Fall 1972 (FTE 6,800). Established 1935.
Accredited: North Central Association of Colleges and Secondary Schools;
Class I by the Illinois Junior College Board.

Kennedy-King's history goes back to 1935 when it was established as Wilson Junior College and housed in the fine arts building of Chicago Teachers College, South. After the second World War, the College moved to a nearby railroad warehouse, on 71st street, converted for college use, but this facility was never sufficient to serve the needs of a growing student population. But there the college remained until the fall of 1972 when its new \$31,500,000 facility opened, a landmark of distinguished design and center of activity for the community. This multi-level educational complex spans Wentworth Avenue and stretches for two square blocks just off the Dan Ryan expressway. Here more than 900 classrooms, a huge theater with auxiliary auditoriums, swimming pool, day care center, television production studio, and numerous laboratories are used daily by almost 10,000 commuting students. Maceo T. Bowie became acting president in 1968 and was named President in 1969 when the City Colleges of Chicago were reorganized, at the College was re-dedicated to the ideals exemplified by Sen. Robert F. Kennedy and Dr. Martin Luther King, Jr.

Kennedy-King College is committed to accept and serve all students who come seeking an education and to maintain an educational program relevant to the needs of the surrounding community. The Englewood community has begun to show some signs of economic stabilization and recovery after a long period of uncertainty in the mid-sixties relative to urban renewal. The Faculty and staff at Kennedy-King hope that the new College facility will solidify and rejuvenate these gains, and perhaps be a focal point for building community pride and identity. Adults in the community who have not completed four years of high school are invited to register for special programs that prepare them for the equivalent of a high school diploma. A variety of other adult-oriented and community education programs are being planned as funds become available through state and federal grants, particularly to provide literacy training and employment skills. Several program possibilities have been explored with the Chicago Committee in Urban Opportunity, but nothing concrete has developed yet. The College does have a Learning Resources Laboratory and skills center which it is making available to community residents as well as students. And there has developed a community repertory theater, comprised of students and community residents, which produces several plays each Fall and Spring, some written by students.

Most of the students come to Kennedy-King from an area between 35th street South to 95th street, and Western Avenue East to the Lake. The student body is 93 % Black, and the median income of students' families is \$7,200. The College has a high priority for finding jobs for students who need to work, through the federal College Work-Study Program and the placement center. An adequate financial aid program is maintained, and student counseling and support services appear well organized. A modern, spacious library houses more than 80,000 volumes and periodicals, and the library staff takes an active interest in the learning needs of students. Thirty-five percent of the students at Kennedy-King are enrolled in occupational programs, including food service management, data processing, commercial art, automotive repair, and recreational leadership. Most of the students who do transfer to senior institutions go to Illinois Circle, Chicago State, and Prairie State.

Except for the programs offered through the Division of Evening and Adult Education, Kennedy-King does not have a developed community services thrust. There has been some discussion about a community services program; lack of funding from the State of Illinois to the District is cited as the reason why nothing has happened in this area. To date, however, the only efforts that have been made for funding have been two proposals for Disadvantaged Student Grants to the State Board. There does not appear to be much of an effort at Kennedy-King to "reach out" to the community, but rather a philosophy that says "here we are.. If you come to us, we'll help you learn." Perhaps this is a natural consequence for the first year or two after occupying the new campus building, but there must be more attention to community concerns for future growth and development.

Interviews on Campus

Ruth J. Barber, Acting Vice President for Academic Affairs
Frank Hayashida, Director of Planning and Development and Public Information
Kermith K. Owens, Director of Financial Aid
Carolyn J. Smith, Asst. Professor, Counseling
Inez D. Turner, Assistant Librarian

Documents Collected and Examined

Kennedy-King College Catalogue, 1973-74
ACT Profile on Kennedy-King Students, 1972-73
Educational Opportunities for Adults (brochure)
Professional Review Course for Nurses (brochure and questionnaire)

Malcolm X College, Ewen M. Akin, Jr., Acting President
1900 W. Van Buren Street, Chicago, Illinois 60612
Enrollment: 4,000 Fall 1972, Comprehensive. Founded 1911.
Accredited: North Central Association of Colleges and Secondary Schools;
Class I by the Illinois Junior College Board

Malcolm X dates back to the founding of the Chicago Junior College System, when 28 students attended the first class in 1911 at the Crane Technical High School Building on the near west side. The school has operated continuously except for the 1933-34 year when classes were suspended at the depths of the depression. Even so, Attorney Clarence Darrow led the community in protesting the abolition of "the College of the people" as he put it. The Board of Education responded by reopening in 1935 not one campus but three. The West Side branch was opened in the Medill school, and moved a year later to Herzl, where it stayed until returning to Crane in 1954. In 1969, when the Junior College System was reorganized in Chicago, this College was named for Malcolm X after a long and acrimonious dispute in the public arena. The college's first President, Dr. Charles Hurst, rode community sentiment to a successful conclusion, and was instrumental in securing priority funding for a new college building, imposing, with stark lines of glass and steel, overlooking the Eisenhower Expressway.

The battle over the naming of the College was but a taste of the controversy surrounding most other aspects of the institution and Dr. Hurst during the next four years. The goals of the College are articulated in terms of freedom from oppression and the dignity of individual black people. Hurst was a controversial public figure who remained outspoken until he was forced to resign early in 1973. The College had secured large grants from several federal and state agencies, but failed to monitor the funds closely enough to pass an audit. A number of personnel were dismissed in the Fall of 1972, but the scandal and accusations were too extensive to ignore. Ewen M. Akin, Jr. was named Acting President and the job of rebuilding a staff and faculty spirit has now begun. During Dr. Hurst's "reign", discipline was a key word, and a number of faculty rebelled at the controls on attendance and reporting that they thought too severe. Power was the other concept that got full play, and many felt that Dr. Hurst was a bit too direct in his style of operation for an educational institution. Throughout all the turmoil and conflict of those years, some education occurred, though it might not be recognized when evaluated by conventional measures. And a strong commitment to community issues remained prominent in many of the College's programs.

Health Care has long been ignored on Chicago's west side, in the poorer neighborhoods, despite the presence of Cook County Hospital and the Presbyterian-St. Luke's Medical Center complex. Capitalizing on these institutional resources, Malcolm X became the principal institutional locus for the City Colleges programs of Allied Health Sciences. The Nursing Department at Malcolm X is an integral unit of the Careers College program, with a large enrollment of both men and women. It is one of three other units, including the Whitney M. Young Business Institute designed to prepare students for business administration careers, the Secretarial Studies Center, a two-year semi-professional program, and the Comprehensive Allied Health Program.

The Learning and Instructional Resources unit encompasses the TV College registrants, the audiovisual equipment including the PLATO IV classroom monitors, the Student Response System, and the Information Retrieval System. The Carter G. Woodson Library has a 50,000 volume collection with special emphasis on books by and about black people. There is also what is called the Inter-institutional Unit at Malcolm X, which refers to the College's cooperative program ventures with other schools, including the University of Massachusetts for an Urban Teacher Education Program, the University of Illinois Circle Campus dual enrollment program, Columbia College for a Journalism program, and the Federal Regional College for federal employees.

There are also a variety of other "special education" programs at Malcolm X that lead usually to a certificate but can be the focus for a student's Associate Degree as well. These include such programs as Child Development and Education, International Studies in the Bilingual Institute, Urban Studies, the Political Awareness Program, and a Middle Level Management Program in the fields of marketing, distribution, and retailing.

The Division of Community Relations and Services at Malcolm X is divided into four units. University Year for ACTION assigns students to community agencies for one full year, provides a monthly stipend and earns a full year college credit. The Adult and Continuing Education Program provides individuals the opportunity to upgrade skills or pursue a degree one unit at a time rather than carrying a full course load. The Community Tutorial Project prepares individuals for GED and basic literacy skills in off-campus locations. And the Prisoner Rehabilitation Program helps ex-offenders gain a foothold with a job and education.

Interviews on Campus

Verda E. Beach, Dean, Learning and Instructional Resources
John W. Henry, Jr., Acting Dean, Careers College
Donald C. Scott, Acting Vice-President for Student Affairs
Arthur C. Bell, Acting Director, Financial Aid
Gerald Forshey, Asst. Professor, English
Linda Bennett, Director, Special Services Project

Documents Collected and Examined

Malcolm X College Catalogue 1973-74
Special Services program brochure
Comprehensive Adult Learning Center (mimeographed)
Career Planning and Placement Center (mimeographed)

APPENDIX A

COLLEGE SURVEY

As a part of its educational activities in the Chicago area, the Metropolitan YMCA runs the Central YMCA Community College. CYCC is a junior college providing credit courses, with programs in liberal arts and sciences and vocational and technical training; CYCC also holds Adult Education (non-credit) courses. To increase its effectiveness, the YMCA is conducting this survey. Your name was chosen at random from the YMCA membership lists. Please complete and return this questionnaire unsigned in the enclosed envelope. If you wish, some other adult member of your family may complete this form. Thank you.

1. Do you have a family membership in the "Y"? ☐ Yes ☐ No
2. Sex: ☐ Male ☐ Female
3. Present Zip Code _____
4. Age: Under 18 _____ 40-49 _____
 18-23 _____ 50-59 _____
 24-29 _____ 60 & Over _____
 30-39 _____
5. Race: Black _____ Puertoriqueno _____
 White _____ Spanish Speaking _____
 Other _____
6. State or country of birth _____.
7. Of what country are you now a citizen? _____.
8. Marital Status ☐ Single ☐ Married ☐ Divorced
 ☐ Separated ☐ Widowed
9. How many children do you have? _____
10. How many dependents do you have? _____
11. Are you a veteran? ☐ Yes ☐ No
12. For me to consider going to any classes, the one thing that would be most important is:

- ☐ Finding enough money to pay for them.
- ☐ Finding a school near my home.
- ☐ Finding a school near my job.
- ☐ Finding some means of child care.
- ☐ Finding the time for classes.

13. Going to classes and getting more education would help you get a better job. ☐ Agree ☐ Disagree
14. If I did want to go to college, I wouldn't know how to get into one.
☐ True ☐ False
15. Adult education courses are: (check one)
☐ mainly a kind of entertainment, though you can learn some things.
☐ good places to pick up new skills and to learn new things.
☐ a way of earning a degree outside of regular school.
☐ a waste of time and money.
16. Are you attending any school now? ☐ Yes ☐ No
If so, are you going to:
☐ high school
☐ community college
☐ business school or trade school
☐ art school
☐ taking a few courses for skill upgrading
☐ a para-professional curriculum
☐ a few non-credit classes
☐ a four-year school
☐ other
17. I plan to go to some school within the next two years.
☐ True ☐ False
18. If you went back to school, how would you feel about your ability to succeed in school?
☐ Feel confident ☐ Not sure ☐ Somewhat doubtful
19. Have you ever gone to any Adult Education courses?
☐ Yes ☐ No
20. Attending a two-year college really won't make much difference in the kind of job you could get. ☐ Agree ☐ Disagree
21. I have no transportation to CYCC: I couldn't go if I wanted to.
☐ True ☐ False
22. Do people at your "Y" ever talk much about CYCC?
☐ Yes ☐ No
23. I don't have enough time for any kind of school.
☐ True ☐ False
24. I go into the Loop:
☐ Often ☐ Sometimes ☐ Rarely ☐ Never
25. CYCC is too expensive for me.
☐ True ☐ False ☐ Don't know

26. If CYCC had an extension program at my "Y", I would attend classes there.

- ☐ Yes, I would attend credit classes in Liberal Arts and Sciences.
☐ Yes, I would attend vocational or technical training classes.
☐ Yes, I would attend Adult Education classes.
☐ No, I would not attend classes at my "Y".

27. If any of my friends were thinking about going to school, I would recommend CYCC. ☐ Yes ☐ No ☐ No opinion

28. My highest level of schooling completed is:

- ☐ less than high school
☐ high school
☐ vocational or trade school
☐ some college
☐ college
☐ post-graduate

Fill in the blanks with the appropriate letter from the column below.

29. My occupation .

30. My father's occupation while I was growing up .

31. My mother's occupation while I was growing up .

- A. Professional
B. Managerial/Administration
C. Business
D. Sales
E. Clerical and Secretarial
F. Craftsmen, foreman
G. Operative, except transport
H. Transport, equipment operator
I. Laborers
J. Service workers
K. Housewife
L. Military
M. Other

33. My current reported income (or joint income from husband and wife) is: self joint

- | | |
|--|--|
| ☐ under \$2,000 | ☐ \$ 7,000 - \$ 9,999 |
| ☐ \$2,000 - \$3,999 | ☐ \$10,000 - \$14,999 |
| ☐ \$4,000 - \$5,999 | ☐ \$15,000 - \$25,000 |
| ☐ \$6,000 - \$6,000 | ☐ Over \$25,000 |

MAY 9 1975

THE COMMUNITY COLLEGE AND COMMUNITY SERVICE

INTERVIEW INSTRUMENT

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Introductory Statement:

My name is Maynard Moore, and I am on the staff at Central YMCA Community college in Chicago as Assistant Dean for Student Assistance Programs. I am visiting----- College for a few days talking with as many people as I can about the relationship of this college and the community it serves. I am particularly concerned as to how this institution responds to perceived needs of people in the city, and I'd appreciate a few minutes of your time and some of the insights you can share on this concern.

1. First of all, how was this college started? Who was it founded to serve?
2. What kind of changes (if any) can be seen in the population of the student body since _____ to today?
3. Have these changes come about as a result of accidental factors (external events) or deliberate policy shifts internally?
4. What programs within the curriculum seem to be growing, those which are sustaining the most interest each term?
5. How do new ideas get turned into programs? Who makes decisions among priorities?
6. What sort of community service programs are there, either direct or indirect?
7. Do people in the community have any involvement in planning and program delivery?
8. Are there in existence any thing like "community advisory boards" for community services programs? How do these function?
9. Who else in the city among educational institution is doing similar kinds of things in the community?
10. Within the institution, what place does community service have among the other educational programs, and what priority?
11. Is there anything like a 5-year plan, or some sort of long-range framework into which these programs and priorities fit?
12. Do you feel that there is a higher degree of consonance between the stated objectives and implementation, or do you feel that the objectives remain, for the most part, rhetoric?